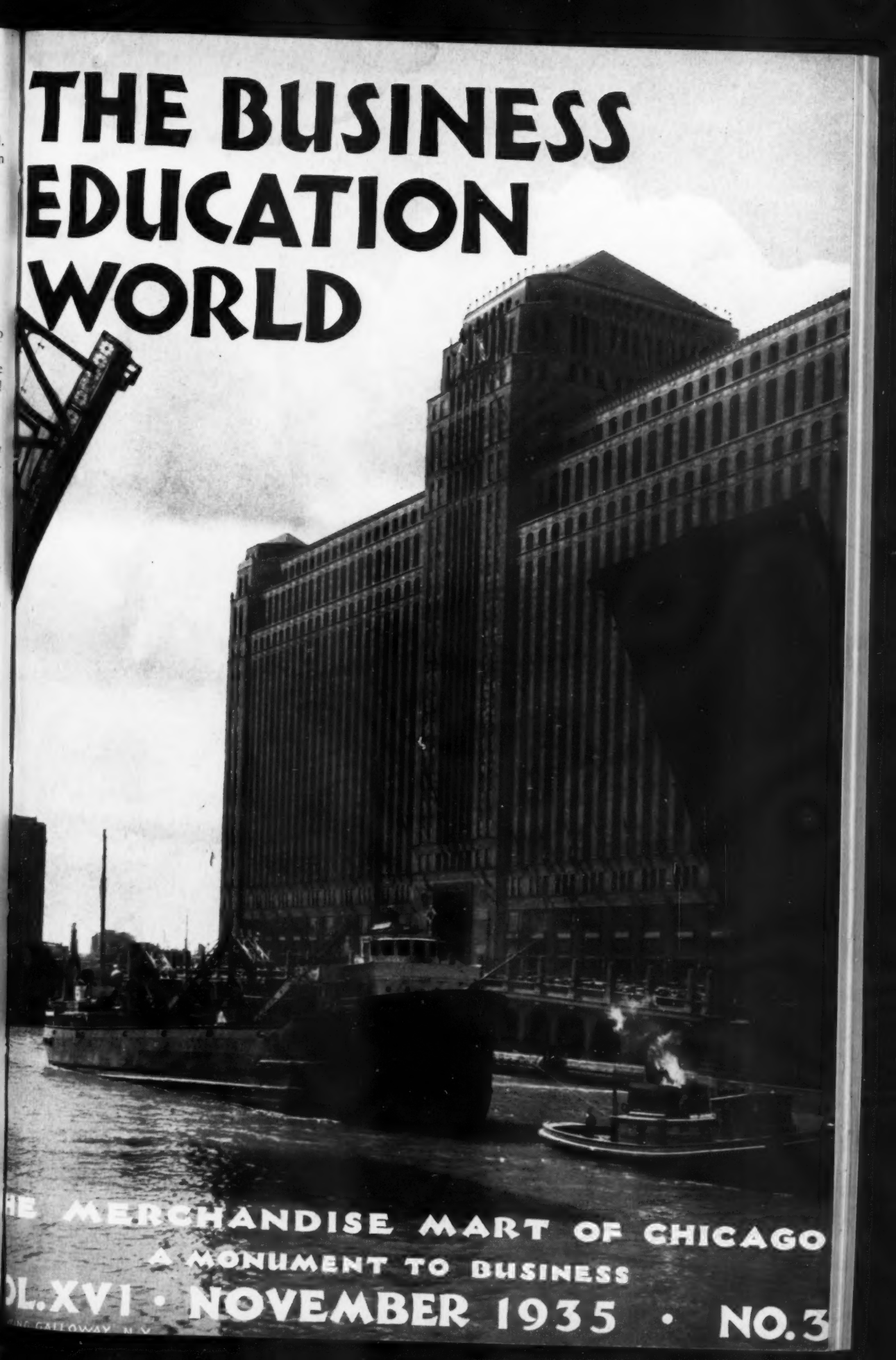


# THE BUSINESS EDUCATION WORLD



THE MERCHANDISE MART OF CHICAGO  
A MONUMENT TO BUSINESS  
VOL. XVI • NOVEMBER 1935 • NO. 3



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# The BUSINESS EDUCATION WORLD

Successor to The American Shorthand Teacher

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Business Manager

270 Madison Avenue, New York, New York

Vol. XVI

November, 1935

No. 3

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The contents of the BUSINESS EDUCATION WORLD are indexed  
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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Company, John Robert Gregg, President; Rupert P. SoRelle, Vice President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager, 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 2500 Prairie Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 57 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U. S. A.

Subscription rates: One dollar a year; ten cents a copy—subject to current postage and customs charges when mailed to countries to which the United States domestic postage rate does not apply.

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# THE BUSINESS EDUCATION WORLD



Vol. XVI

NOVEMBER, 1935

No. 3

## WHAT IS A SOUND PHILOSOPHY OF BUSINESS EDUCATION?

• PAUL S. LOMAX, Ph.D.

President, National Council of Business Education

THE purpose of this series of articles is to see if it is possible to crystallize from frank and friendly discussion a sound philosophy of business education which may be judged acceptable, at least in its fundamental principles, by the Representative Assembly of the National Council of Business Education, composed of delegates who represent the nineteen associations now affiliated with the Council.

One of the main functions of the Council, as will be explained in the Council's new descriptive folder to be available December 1, 1935, at the office of its secretary, is "to pro-

vide a means for obtaining from the many associations of business teachers, definite, authoritative, and unified thought and action on questions of national policy affecting business education." In the development of such national policies it seems highly important that the Council's official delegates should strive to come to agreement on the fundamental principles or policies, even though it is to be expected that there will inevitably be wide variance of viewpoints in the interpretation of such principles in practical affairs, simply because of the wide differences of experiences of the individuals who participate in such

*Editor's Note: The chairman of the Publications Committee of the National Council of Business Education, Mr. Louis A. Rice, Assistant in Secondary Education, State Department of Public Instruction, Trenton, New Jersey, has arranged with the BUSINESS EDUCATION WORLD for a series of articles on "What is a Sound Philosophy of Business Education?" The present article by Professor Lomax, of New York University, will be followed by articles by Professor Frederick G. Nichols, of Harvard University, and Mr. Earl W. Barnhart, Chief, Commercial Education Service, United States Office of Education.*

*At the conclusion of the series all the articles will be available in bulletin form, and copies may be had by addressing Professor Helen Reynolds, Secretary, National Council of Business Education, Ohio University, Athens, Ohio.*

affairs. Thus the National Council of Business Education hopes to build up a platform or code of policies, representing a unification of prevailing philosophies in different sections of the country, by which the Council can be guided in its relationships with organized leadership of education and business on a national and even an international basis.

### **An Illustration of the Need for a National Philosophy**

An example of the need of a code of policies, comprising a philosophy of business education, may be cited in the relation of our Council to the American Council on Education, as one of its associate members.<sup>1</sup> The American Council represents an affiliation of leading professional and scientific associations which are interested in a critical study of problems of American education. This critical study usually takes the form of a series of special research projects.<sup>2</sup> One of these projects is that of the Commission on Youth Problems. At the recent Denver meeting of our National Council of Business Education, Dr. C. S. Marsh, Associate Director of the American Council on Education, discussed from the viewpoint of problems of youth, the development of better understanding between business leadership and school leadership with regard to the study of business in American secondary schools.

"Business leadership and school leadership," stated Doctor Marsh in summarizing his discussion, "will profit by any study that gives to them a solution of some of the problems

of youth. The American Council on Education hopes to be of service to business leadership and school leadership through its Youth Commission. Under a subsidy the American Council is carrying on a five-year study of the problems in the care and education of American youth. The problems to be dealt with suggest the desirability of a four-fold undertaking:

1. A comprehensive analysis of the characteristics of youth, and an evaluation of the influences to which they are subject.
2. The continuous study of commonly accepted goals in the care and education of American youth, for the purpose of determining the adequacy of these goals in relation to present social, economic, and political trends.
3. The investigation of agencies concerned with care and education, and the eventual recommendation of procedures which seem to influence young people most effectively.
4. The systematic popularization and promotion of desirable plans of action through conferences, publications, and demonstrations of promising procedures.

For the financing of this extensive five-year study of problems of youth, the American Council has received a grant of \$500,000 with which to pay overhead expenses of this project. "An additional \$300,000 is available when individual projects are accepted."<sup>3</sup>

Our National Council, as a member of the American Council, obviously has a rare opportunity and a real obligation to participate in a study of these problems of youth. Furthermore, it has an opportunity to formulate its own individual project, submit it to the American Council, and thus seek a special grant by which to finance a critical and thorough research investigation. However, in this possible relationship, the American

<sup>1</sup> See *The Educational Record*, Vol. 16, No. 3 (July, 1935), p. 251, published by the American Council on Education, 744 Jackson Place, Washington, D. C.

<sup>2</sup> *Ibid.*, p. 269.

<sup>3</sup> *Ibid.*, pp. 263-4.

Council has a right to expect of our National Council a formulation of definite and sound policies of business education upon which its official delegates have agreed. Here is one of the most pressing responsibilities which the National Council of Business Education has to discharge. This responsibility is the dominant reason for this series of articles.

### Analysis of the Problem

For the sake of brevity within the space of two short articles, we center our remarks in three considerations which may be indicated in question form:

1. What does the term *education* mean to the National Council of Business Education? What are the principal concepts or ideas which the Council attaches to this term?

2. What does the term *business* mean to the National Council of Business Education? What are the principal concepts or ideas which the Council attaches to this term?

3. What are the principal curricular objectives of business education in the American public and private school systems?

### Concept of Education and Business

It is obvious that the terms *education* and *business* represent very broad generalizations of viewpoints acquired from wide and varied human experience. This is strikingly shown in the multiplicity of ideas on the meaning of education and business, which have already been expressed by leaders of thought in these fields. Consequently, any one individual, in a brief statement, can hope only to give emphasis to what seems to him the chief characteristic meaning of the term. With this important reservation, we present the idea of *growth* in the capacity to think and to do as a characteristic of *education* which is of outstanding significance to a sound philosophy of business education. In line with this idea, we would answer the question, *What is education?* as follows:

Education is a process of continuous growth in the power of satisfactory adjustment of the individual, and of groups of individuals, to desirable life experiences in ever endeavoring to increase human welfare and happiness.

Since growth is the characteristic of life, education is all one with growing; it has no end beyond itself.

The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies means for making the desire effective in fact.<sup>4</sup>

One may think of *business* as a "form of economic organization" in which people work together to produce goods and services which satisfy human wants.<sup>5</sup> In this sense, business



PAUL S. LOMAX

may be viewed as one of the primary social institutions along with those of home, church, government, and school. The organized individual and group operations of these institutions make up the essence of human experience and profoundly influence the building of an enduring civilization.

In addition to the institutional nature of business, one may think of it in terms of the experience which takes place when an individual, or a group of individuals, engage in a business transaction. A seller meets a buyer, for example, in the sale of a pair of shoes, and there occurs a comparing of values expressed in a price. Again, as another illustration, a buyer considers comparative transportation values of bus, airplane, and railroad prices, and then makes a purchase of the kind of transportation which represents to him the best money value in terms of the kind of service he desires. It is the endless succession or chain of such kinds of business transactions, involving both goods and services,

<sup>4</sup> John Dewey, "Democracy and Education," p. 62. New York: The Macmillan Company, 1916.

<sup>5</sup> Leverett S. Lyon, "Education for Business," Chapter II. Chicago: The University of Chicago Press, 1931.

which makes up functional business life. The business transaction thus becomes the fundamental unit by which to gain a true insight into the nature and meaning of business enterprise.<sup>6</sup> It should be so when we learn the techniques of shorthand and typewriting in terms of business correspondence, the techniques of bookkeeping in terms of debit and credit values, the techniques of salesmanship in terms of economic wants. The chief characteristic of business activity may be thought of as the *kind of thinking or action* or both which individuals, or groups of individuals, show when they engage in business transactions. Hence, in answer to the question, *What is business?* we respond:

Business, as an aggregate of business transactions, embodying fundamental business principles, is essentially a mental process of persons who are making judgments or choices in exchanges of values based upon the money concept. The kind of thinking or quality of action or both which a person reveals in a business situation constitutes the acid test of any business education. It is essential to know thoroughly the techniques of business, such as typewriting, shorthand, bookkeeping, penmanship, selling, telephoning, and a multitude of others; but to know them *merely as techniques* is not education as a process of continuous growth in the

power of making satisfactory adjustments. Business education in that sense takes place only when techniques, thoroughly learned, are put to work successfully in real business transactions. Only then do students have an opportunity to know business—to gain an insight into its characteristic meaning—to engage in the mental process of striving to make sound business judgments.

[Editor's Note—Next month Dr. Lomax will conclude his exposition of a sound philosophy of business education. He will give in diagram form the curricular objectives of business education, and set forth the business teacher's contribution to general education.]

### New York C. E. A. Yearbook Out

THE fifth yearbook of the Commercial Education Association of the City of New York and Vicinity, containing the papers given at the association's fall meeting of 1934 and spring meeting of 1935, came off the press the first of October. The general title of the yearbook is "Developing the Individual Through Training for Business." The content is exceptionally worth while.

The president of the association during 1934-1935, Max Schottland, of the George Washington High School, New York City, and the yearbook editor, Conrad J. Saphier, of the Samuel J. Tilden High School, New York City, and their associates are to be highly complimented on the attractive format and readability of this yearbook.

<sup>6</sup> Lee Galloway, "What Each and Every Citizen Should Know about Business," *National Business Education Quarterly*, Vol. I, No. 1 (October, 1932). pp. 5-14.

## A MASS MOVEMENT IN ADULT EDUCATION

EDUCATION cannot always foresee the changes which scientific invention will make in social life. . . . Life is changing all the time and the school cannot prepare for a stable life as it did in pre-scientific days. Hence education must, perforce, go on throughout life. . . . If our diagnosis is correct, we are on the eve of a great mass movement in adult education, the like of which the world has never seen. . . . It will be the duty of the leaders of education to keep the middle-aged youthful and hopeful in outlook, and to help them to bridge the ever-widening gulf between their worlds of today and yesterday. . . . The equipment and organization provided by us for the education of our youth, may, with the exercise of a little ingenuity, be made to serve adults also.—*Dr. Peter Sandiford, School Progress, August, 1935.*

The December B. E. W. will carry an interesting story of this mass movement in a leading American city.



# THE STORY OF SHORTHAND

• By JOHN ROBERT GREGG, S.C.D.

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## Chapter XIII

### THE EARLY USE OF SHORTHAND IN AMERICA (Continued)

#### 3

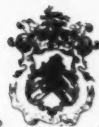
A MAJORITY of the writers of shorthand in New England in the early days were men of distinction. Among them were lawyers of eminence, famous preachers, public officials, and presidents of universities.

John Winthrop, Jr., son of the first governor of Massachusetts, and who was himself afterwards governor of Connecticut, was a writer of shorthand. When he arrived in Boston in 1631, he proceeded to superintend the settlement of the town of Ipswich, Massachusetts, while his wife remained in Boston. They corresponded in shorthand, and many of these shorthand letters, which were written in 1633, are preserved by the Massachusetts Historical Society and by the Winthrop families. This is mentioned particularly because Martha Winthrop, so far as is known, was the first shorthand writer of the gentler sex in America.

A letter from Mrs. John Winthrop in Boston, addressed "To my loving husband, Mr. John Winthrop, at Agawam"

(Ipswich), written in the autumn of 1633, largely in shorthand, has been preserved, and in many of his letters to Mrs. Winthrop he used shorthand, whether for secrecy or dispatch is not apparent. A letter from Winthrop, in Agawam, to his wife, in Boston, dated October 24, 1633, contains sixteen lines in shorthand.

The family letters show, as perhaps no other evidence ever can, the individual characteristics of John Winthrop, the Younger, his young wife Martha, and his celebrated stepmother, Margaret Winthrop. The firm, bold lines in the writing of Governor Winthrop show him the active man of affairs, concerning himself more with substance and less with form, while his selection of words, clear and precise, adds new corroboration to his reputation as one of the most



*John Winthrop*

PORTRAIT, CREST, AND SIGNATURE OF  
JOHN WINTHROP, THE YOUNGER

accomplished scholars of his time. In 1634, Martha Winthrop, pioneer of her sex among shorthand writers in the New World, died and was buried in Boston.

4

Nearly all the early presidents of Harvard wrote shorthand, including Henry Dunster (president, 1640-1654), Benjamin Wadsworth, Edward Holyoke, and Samuel Langdon. The famous Jonathan Edwards (1703-1758), President of Princeton College, was a very capable shorthand writer. Among the eminent divines of those early days who practiced the art of swift writing were Increase Mather, Thomas Shepard, Jr., Peter Thacher, Thomas Archisden, and Samuel Brattle; and among the eminent lawyers who wrote shorthand were Chief Justice Sewell, to whose diaries and letters the students of New England history owe so much, and Thomas Lechford, first lawyer of Massachusetts Bay Colony.



JONATHAN EDWARDS

An idea of the public opinion concerning shorthand and its value to professional men may be gleaned from the fact that in a shorthand textbook published in 1793 a long list of subscribers is given, and among them are the names of no fewer than thirty-two members of Congress. Among the memorable names appearing on this list are Elbridge Gerry, one of the signers of the immortal Declaration; F. A. Muhlenberg, first Speaker of the House of Representatives; Timothy Pickering of Massachusetts, at that time Postmaster-General, and subsequently, in turn, Secretary of War and Secretary of State; Jonathan Trumbull (called "Brother Jonathan" by Washington, a term which afterwards became a sobriquet for the United States), Speaker of the House at that time; James Madison, afterward President of the United States (who subscribed for ten copies); Philip Key; Thomas Tudor Tucker (ten copies); John Beckley, clerk of the House of Representatives (ten copies); and, last but not least, Thomas Jefferson.

5

Mr. Beale gives this information about the early textbooks on the subject:

Notwithstanding the quite common use of shorthand in this country before and during the Revolutionary times, no textbook or work on shorthand appeared here until 1789, the year of Washington's first inauguration. Previous to this time about two hundred "systems" of shorthand had appeared in England, and the American practitioners wrote either some one of these systems or adopted or originated unpublished systems of their own. One of the most interesting of these semi-original systems is that of Captain Dow, and another is that of Nicholas

King, the cartographer, whose maps of early American cities and districts are still authorities in many respects, notably his fine map of Washington City, drawn in the latter part of the eighteenth century.

In 1789 the first shorthand book published in this country appeared in Philadelphia. It was merely a reprint of a popular English work, that of Thomas and Joseph Gurney, the famous shorthand reporters of the British Parliament. It is an interesting fact that, in spite of the alleged great improvements in shorthand during the past sixty years, the ancient system of Gurney is still used in reporting the British Parliament.

## 6

One of the most interesting characters in the early history of the Republic was Thomas Lloyd. Thomas Lloyd was an Englishman by birth, but an American by adoption and principle, being a fearless champion of American independence. He fought in the American army, was wounded and captured at the battle of Brandywine, but was exchanged and served as private secretary of the treasurer of Congress until the independence of the United States was secured. In 1785, he reported the proceedings of the Pennsylvania House of Assembly; he reported the proceedings of the first Congress on March 4, 1789, and was also in attendance at the inauguration of Washington. He continued to report the proceedings of Congress for several years. Returning to England in 1791, to visit his parents, he was imprisoned for three years for publishing documents favoring a republican form of government as opposed to a monarchy. While in Newgate Prison, he kept a diary in shorthand. This diary is now in the possession of the American Catholic Historical Society of Philadelphia. On his release in 1796, he returned to Philadelphia.

Thomas Lloyd taught shorthand for several years, beginning at least as early as 1787. His pupils were pledged to secrecy, as was the custom with many authors in those days. In 1819, however, he published his system, which was a slight modification of "Tachygraphy," a system published in 1775 by Robert Graves and Samuel Ashton, of York, England. In 1903, the National Shorthand Reporters Association erected a monument to Thomas Lloyd, in the cemetery adjoining the Church of St. Augustine, Philadelphia, inscribed, "In memory of Thomas Lloyd, Shorthand Reporter, House of Representatives, First Congress of the United States. Author, Soldier, Patriot. 14th August 1756—19th January 1827."

## 7

In his autobiography, Benjamin Franklin says, "My Uncle Benjamin had formed a shorthand of his own, which he taught me, but, never practicing it, I have now forgot it. . . . He was very pious and a very great attender of sermons of the best preachers, which he took down in his shorthand, and he had many volumes of them. . . . My father intended to devote me to the service of the church. My Uncle Benjamin approved of this and proposed to give me all his shorthand volumes of sermons—I suppose as a stock to set up with."

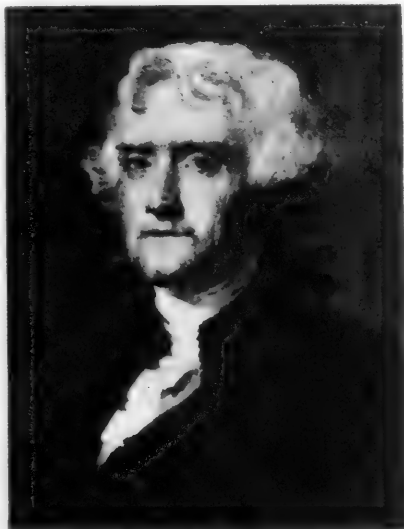
As stated in a previous chapter, the immortal Thomas Jefferson, writing to his friend Page in 1764, suggested that they learn shorthand in order that their communications and plans might not be revealed to others, and he sent Page a copy of Shelton's "Tachygraphy."

It is interesting to note that the three men of greatest intellectual attainments born in America before the Revolution, Jonathan Edwards, Benjamin Franklin, and Thomas Jefferson, had a high appreciation of the value of shorthand.

## 8

As the information already given about the early use of the art in America relates almost entirely to New England, we are adding some notes about the important service the art rendered in the broader field of early American history. In an extemporaneous address, delivered in 1889, the distinguished shorthand reporter, author, and scholar, Mr. George R. Bishop, gave these interesting and inspiring facts:

"In the course of my incursions into the field of constitutional history, it became needful that I possess a set of Elliot's Debates, the five volumes containing Madison's and Yates' minutes of the debates and proceedings of the Convention of 1787 which formed the Constitution of the United States, and the minutes of the proceedings, so far as such minutes could be collected, of the ratificatory conventions held in the several States, and those volumes I now have in my room at the New York Stock Exchange, where they find an appropriate place as part of a considerable collection of legal works on constitutional law.



THOMAS JEFFERSON

"It is to me a fact of profound interest that in some of those old state ratificatory conventions the debates were reported stenographically. In the Virginia Convention, the proceedings of which fill, as I remember, five or six hundred octavo pages, the great discussion, and one of the most memorable and important that ever occurred anywhere—participated in by such men as Madison, John Marshall, and Edmund Randolph on the side of the Constitution, and by Patrick Henry and George Mason against its ratification—this great discussion was stenographically reported, and I assure you no one accustomed to the reporting of discussions could possibly come to any other conclusion than that the work was done with rare skill and accuracy. It is pretty obvious, too, that there was but little revising, if any, done by the speakers; for occasionally in the midst of a report of a speech by, e.g., Mr. Madison, you will find a note something like this: 'At this point Mr. Madison spoke so indistinctly that his words could not be understood by the stenographer.' It is



pretty clear that if the speaker had attempted to revise the report, he would have tried to supply the omitted passages—in short, to give a full revision, as our Congressmen often do. The proceedings of one day are very short, and a note by the printer explains that the stenographer was unavoidably absent; and, that there might not be a complete hiatus as to proceedings for that day, the printer himself had undertaken to supply as complete a record of them as possible, and had supplied this summary.

“The proceedings of the New York State Convention, held at Poughkeepsie, are also very complete, except at the very close, and are also obviously a stenographic record. Here are the speeches of Hamilton and Chancellor Livingston, and others who favored ratification, and of Clinton, Smith, and others who opposed it (though Smith finally voted ‘Aye,’ on the question to ratify).

“I might speak of the proceedings in the other conventions—of Iredell’s great speech in that of North Carolina, of Wilson’s in that of Pennsylvania, of Rutledge’s and C. C. Pinckney’s in that of South Carolina; but I need not. I confess to you, gentlemen, that I cannot refer to these things without some feeling, for I know something of the history of that period, of the doubts and misgivings that often oppressed the friends of the Constitution, as expressed in their words as they have come down to us; and that our art should have been an instrument in the preservation of the sayings of those great men is to me a profoundly impressive fact.”

(To be continued)



## TRI-STATE ASSOCIATION TO MEET

THE Tri-State Commercial Education Association will hold its annual fall meeting November 23 at the Henry C. Frick Training School, Pittsburgh, under the leadership of President Clarissa Hills. The program, as released by Miss Elizabeth Hoover, secretary of the Association, follows:

**BUSINESS ARITHMETIC.** *Chairman:* J. Leslie Ellis, High School, Warren, Pennsylvania. *Speaker:* Harry A. Young, Prospect Junior High School, Pittsburgh.

**ECONOMICS.** *Chairman:* C. H. Longenecker, Taylor Allderdice High School, Pittsburgh. *Speaker:* Allen Y. King, Director of Social Studies, Board of Education, Cleveland.

**SALESMANSHIP.** *Chairman:* Harold W. Thomas, High School, Kittanning, Pennsylvania. *Speaker:* Hayes L. Person, Senior High School, Williamsport, Pennsylvania.

**GENERAL BUSINESS EDUCATION.** *Chairman:* G. G. Hill, State Teachers College, Indiana, Pennsylvania. *Speaker:* Levi Gilbert, Senior High School, Altoona, Pennsylvania.

**COMMERCIAL EXTRA-CURRICULAR ACTIVITIES.** *Chairman:* Robert Summersgill, High School, Oakmont, Pennsylvania.

**BOOKKEEPING.** *Chairman:* J. Leslie Ellis, High School, Warren, Pennsylvania. *Speaker:* Harry M. Bowser, New York City.

**PENMANSHIP.** *Chairman:* George Gleason, High School, Tyrone, Pennsylvania. *Speaker:* L. B. Furry, Johnstown City Schools, Johnstown, Pennsylvania.

**COMMERCIAL LAW.** *Chairman:* C. H. Longenecker, Taylor Allderdice High School, Pittsburgh. *Speaker:* William L. Moore, Principal, John Hay High School, Cleveland. *Discussion Leader:* H. P. Roberts, Principal, Prospect Junior High School, Pittsburgh.

**BUSINESS ENGLISH.** *Chairman:* H. W. Thomas, High School, Kittanning, Pennsylvania. *Speaker:* Miss Ethel L. Farrell, State Teachers College, Indiana, Pennsylvania. *Discussion Leader:* Miss Gertrude Hadlow, John Hay High School, Cleveland.

**SHORTHAND AND TYPING.** *Chairman:* A. E. Drumheller, High School, Latrobe, Pennsylvania. *Speakers:* Miss Lola Maclean, Detroit Commercial College, Detroit; D. D. Lessenberry, University of Pittsburgh. *Demonstrations:* Miss Helen Dols, Detroit; Albert Tangora, World Champion Typist, New York City.

# SELECTING TYPING MATERIALS

**Ten prominent educators, authorities on the teaching of typing, join forces to give specific help in solving classroom problems. This is the second of the series**

• R. F. WEBB

Department of Business Education  
State Teachers College, Indiana, Pennsylvania

**T**HIS discussion of an important subject will take the form of a general talk to teachers of typewriting and other interested persons. In the one-sided conversation an attempt will be made to be clear and definite in statement and at the same time to show a wholesome open-mindedness. What may seem to be extremely positive expressions should not be interpreted as indications of dogmatism or feelings of finality on the part of the writer.

Effective skill and sound knowledge should be basic in the thinking of every teacher of typewriting. This is true regardless of whether the purpose of a particular course is vocational or non-vocational training. Personal-use aims and objectives in a course do not justify weak and inferior training, as the speaking and writing of some teachers and administrators seem to imply. Courses may be adapted in length of time and in subject-matter content without neglecting fundamentally dependable skills and worthwhile knowledge of applications. A two- or three-year course for purely vocational purposes should not differ in essential soundness from a much shorter course designed strictly for non-vocational or personal use. Naturally there should be considerable difference in the quantity and in some of the kinds of materials used, in the degree of skill acquired, and in the amount of knowledge of applications in the various situations in which typewriting has its place.

At the beginning of their course the pupils are in a situation where they must have information sufficient to enable them successfully to begin to acquire skill in the manipulation of the typewriter in no hit-or-miss fashion. From the first, the materials of a course

and the methods employed should contribute directly to the increasing of effective skill and the broadening of the field of typewriting knowledge. The manipulative aspects of the subject are, of course, largely a matter of skill; but the usefulness of the skill is greatly limited unless the individual operator has a good mind, a wealth of information about typewriting applications, and the necessary general and specific educational qualifications. Fortunately, materials for a course may be selected and organized, and drill and practice may be conducted, so that neither manipulative skill nor information is slighted. Knowledge of the duties of typists, of the uses to which the skill may be put non-vocationally, of desirable personal and business traits, and of learning processes, should go far in directing the choices that must be made in the selection and arrangement of materials and in the methods of teaching.

## Materials Influence Habits

Uniformly correct operating habits underlie reliable skill. It is right, therefore, that the materials for use in the introductory stages be such as to render easy the setting up and fixing of proper habits. Indeed it is highly desirable that certain of the items of material themselves contribute in a forceful and direct way to the initiating and fixing of habits. It seems that most investigators in the field of typewriting, occupying positions where experience may be of the greatest value and where investigations and researches may best be carried on, have concluded that the use of a few technique drills, prior to the writing of words and sentences, simplifies the problem

for pupils and teachers without detracting in any way from the values which come from practice on words and connected matter. A few minutes may be devoted to simplified drills dealing with position, location, and stroking before the mind and hands are called upon to concern themselves with complicated subject matter like words, phrases, and sentences. Such drills should be introductory, and, perhaps, occasionally remedial. The materials immediately following such technique drills should be so selected and organized that the pupils will proceed almost at once to writing on the thought level, because a great deal of the most effective learning comes from dealing with the various elements in natural settings. However, technique is so important and economy so necessary that it is proper to isolate elements for special treatment in order readily to realize desired results and to overcome difficulties.

### Selection and Organization

Proper materials should be selected for the intensive and comprehensive covering of the needed techniques and content, and they should be suitably organized for instructional and learning purposes. The organization of materials into a consistent course is, in itself, a broad subject. Both length and content of exercises, or problems, or projects, should harmonize with the thought of simplified beginnings, sufficiently gradual development, building of the new upon the basis of the old, and the integration of elements found in typewriting situations.

New types of materials, like paragraph writing, letter writing, tabulating, manuscript writing, and so forth, should be introduced through the visual medium of sufficiently brief models in perfect form and of exact typewriter-type size; such a procedure makes initial reproduction and understanding quite easy. Teacher and textbook directions should be clear and to the point, without omission of appropriate information pertaining to the work, either in direct or closely related ways, or to good working habits and procedures. Immediately following the introductory models should come problem materials to be treated according to the styles of the models. Models and

problems should be well within the grasp of the learners. Step by step the development should be logical as well as psychological; all the transitions should be made as natural as possible, particularly in the learning stages which deal with the materials concerned. As a comprehensive course nears its end, the



R. F. WEBB

variety and complexity of materials used in any given period of time, say a week, should closely approach that of actual work in a typing position in business. While the materials of a course should be within the intelligence and the general and specific experience ranges of the learners, it must be remembered that pupils in training for the vocational use of typewriting should be brought to the point where they can dependably handle *adult* materials.

The subject matter in many textbooks on typewriting provides for the introduction of a few keys at a time. Such a scheme does not at all prevent taking advantage of the values which undoubtedly come from writing sentences and paragraphs early in the course; and it does tend to make easy the problem of manipulative technique. The materials may be selected so that they appeal to the interest of the learners while they center definitely and in natural ways upon subdivisions of the

whole problem of typewriter manipulation. Regardless of the scheme employed, the materials selected for the steps in development should gradually and yet quickly lead from the known to the new, blending each item with the preceding items, until a well-integrated whole of large size is attained. The selector of materials should see to it that, from the start, his materials introduce few points at a time and that they make for ease and simplicity of transitions from one step to another and from one topic to another. With all the simplification of subject matter and its careful organization, and with the refinement of methods, the fact must not be obscured that a keen mind and diligent application are required for the acquisition of good skill and sound knowledge which will function reliably in positions of responsibility. There is no magic in the selection of materials that will eliminate the need for *the will to learn* and *the proper application of the learner*. Every possible effort should be made to simplify materials and methods for economical and sound learning and teaching; but all along the pupils should be made to feel that worthwhile mastery comes only with the expenditure of intensive effort throughout a necessary period of time. Wrong attitudes and habits are encouraged—even cultivated in some instances—by sugar-coating materials, methods, and procedures.

### High Quality Thought Content

The quality of the thought content of practice matter should be as high as possible from the start; particularly should it be of high grade in quality and appropriate in variety after the pupils have gained a reasonable command of the keyboard. Materials dealing with typewriting itself are exceptionally suitable as practice matter for a considerable number of exercises or problems throughout the course. Materials from business literature—articles and letters—are, of course, very important, as are materials dealing with many different topics not necessarily pertaining to vocations or vocational pursuits. In short, one should give serious attention to the thought content, the variety, and the literary merits of the materials selected for pupils to write.

Furthermore, attention should be given to the kind and quality and completeness of informational and directional materials placed in the hands of pupils, or to which pupils are referred. A complete course should include materials illustrative of practically all types of work required of typists in ordinary positions. This means, quite naturally, that there should be included in the course materials to be written, such as straight print, letters, tabulations, longhand, rough draft, manuscripts, outlines, matter for duplication—all these kinds mentioned in a more or less haphazard order—and a number of other types, to say nothing about the items dealing purely with many of the features pertaining to manipulation on the more advanced levels. Even without going too deeply into details, it is important to say that not only should directions be given, but materials should be selected and placed in the hands of pupils, which deal with the changing of ribbons, the caring for equipment, and the making of minor adjustments of certain parts of the mechanism of the typewriter.

### Additional Materials

Typewriting is a kind of office work, and it is entirely proper that much work that is generally thought of as office practice in nature should be included in the course. In fact, typewriting combines with many other office duties. Splendid materials for incorporation in the course are transcribing, indexing and filing principles and problems, projects dealing with business and legal papers, and many other kinds of work.

Without weakening typewriting itself, but rather giving it strength and practicality, there may and should be well-selected materials treating various phases of functional English, three of the possible topics being punctuation, capitalization, and paragraphing. Certainly the dictionary should be selected as a vital piece of material for use in determining spelling, pronunciation, meaning, and syllabication.

Pupils should be taught to take dictation direct to the machine, and they should be taught and required to compose directly to the machine from notes and without notes.



to do this teaching effectively there must be adequate materials or topics at hand. It is desirable to train pupils so that they can readily adapt themselves to non-textbook and non-teacher situations, and this means that controlled non-textbook work of a practical nature should be given to advanced pupils as part of their course. It is of benefit to learners to do work for the school office, and even for non-commercial teachers, provided the teacher of typewriting has a selecting hand in the matter and a strict control of the flow of such materials in proper form to her pupils in proper organization as integral parts of the course and as rather basic work for the pupils qualified to do it.

### Material in Natural Settings

Even though it is impossible to present to learners all the materials needed in natural and complete settings, it is very desirable to present as much material in natural settings as the subject matter and the school set-up will permit. An example of how students, while they are studying typewriting, may be brought to see a complete situation as it develops in business correspondence is found in the complete set or series of business letters on a subject or topic, from the first letter and the reply to it to the end of the series, or the letter closing the subject. Many other examples might be mentioned to indicate how actual practice can be reflected, and how much in the way of business methods and procedures can be taught, without detracting from the manipulative aspects of typewriting. Teachers must have in mind the training of learners for skillful performance, and more; the educating of the individuals is the big concern.

### Special Drills

Selecting and organizing materials for introductory purposes, for the economical achievement of certain purposes, such as the strengthening of certain operating techniques and habits, remedying discovered weaknesses, and furthering the automatization of frequencies, may take materials out of natural settings to some extent and for some little time; but even special drills may very closely

approximate natural materials in form and content. High-frequency words may be woven into good paragraphs, and so may a mixture of frequent and infrequent words. Drills on a letter and its adjacent letters, like *A* with adjacent *S*, *Q*, and *Z*, for example, may be in the form of short paragraphs as well as in words, and to much greater advantage than in the form of non-word groups of letters. The same may be said of almost every conceivable kind of worthwhile drill.

### Test Materials

All kinds of materials deserving a place in a course may be used as test materials. The letters, the tabulations, the rough draft, the straight copy, the special drills, and all the other problems are real tests of the pupils' skill and knowledge. In fact, every day's work on every kind of material is a test. It is a good practice, however, for teachers to go beyond the regular work of the course to select and to administer materials as more or less formal tests of skill and knowledge. The tests should be of specific techniques, on specific kinds of materials, and on comprehensive groups of different types of materials. In general such tests should involve average materials as to difficulty, and the teacher should give them in a businesslike manner under favorable conditions. Comparable tests should be given under practically identical conditions at suitable intervals for objective scoring to measure growth.

### Text Should Be Authoritative

No teacher should attempt to teach without an organized body of subject matter. This leads to the statement that a significant duty is the selection of a textbook. A book should be selected on the basis of its merits as discovered by a careful examination by the competent teacher. The completeness and reliability of the book are of first importance. By all means a book should be authoritative in presenting thoroughly acceptable practices. Competent business educators are pretty well agreed that typewriting teachers can get better results in learning and in skill by following closely a systematically organized body of

material than they can by using miscellaneous materials and loose methods.

Finally, a plea is here made for courses in typewriting for all pupils who desire to learn how to write in the really modern way. The plea is for concentrated courses just as sound and just as practical as the longer courses for

commercial students. No difficulty need be encountered in selecting suitable materials for such courses. After a solid foundation has been laid, experiences should be afforded in handling materials commonly written by those who use the typewriter for other than purely vocational purposes.

## COMMENTS ON MR. WEBB'S PAPER

### • WILLIAM R. FOSTER

East High School, Rochester, New York

MR. WEBB has contributed an excellent paper. Necessarily he has had to make his discussion general in several particulars, so let me give a few applications of principles, and question a point or two, as I did in 1932 when commentator for the E. C. T. A.

I like the high plane of his challenge, "The educating of the individuals is the big concern." Here is where brains come into our field too often on a mechanization level only. There is some doubt that a keen mind is necessary for getting *skill*. A keen mind is helpful in the acquisition of knowledge, and it is essential if skill and knowledge are to be applied. And speaking of a keen mind, how about the teacher's? Is he certain as to where he is headed? Does he take stock to see if he is approaching the goal? If the goal does not loom in sight, does he try to find out what is wrong?

[Such thought-provoking questions naturally flow from a discussion of the selection of materials with which Mr. Webb is dealing. Mr. Foster invokes them to illustrate how methods and teaching activities are inseparably linked with Mr. Webb's topic.]

Sugar-coated methods—catching a pupil erasing, and not applying the penalty announced, giving pupils false cheer—are to be condemned as Mr. Webb points out. But instead of sugar-coating being at fault for wrong attitudes and habits, it seems to me that it is more probably true that wrong attitudes and habits are more often encouraged just because the teacher does not see them soon enough to nip them in the bud. Mistakenly, we are often more concerned with the material of a course than we are with the pupils in their handling of that material.

*"The educating of the individuals is the big concern."*

And right along the line of the brains of our pupils, do we know the background of the groups we have? The type of article that would register in one school would not be anything but a mass of words in another school right in the same city. This does not mean at all that we must confine our material to simple ideas; it merely points out where we should begin to build.

Do we sugar-coat materials? Do we spoil our pupils with too many supplies, too much equipment? We have heard a good deal about education suffering through lack of equipment—all true, no doubt, but don't forget that wrong habits may be formed when we give pupils too much equipment. Take the matter of dictionaries, for example. Pupils should be given some practice in the use of the dictionary as soon as unarranged material is to be written, more especially for instruction in word division. (English teachers can not teach word division *at line ends* very extensively, unless they insist on having their pupils type their assignments.) The Rochester minimum of one dictionary to every five pupils is in some ways better in transcription classes than our maximum of one for every pupil when we have a dictionary lesson. We can, with one dictionary to five pupils, develop the necessity for quickness in making references since often some of the others in the group will be demanding their turn. *"The educating of the individuals is the big concern."*

In the selection of material for copy, look for articles regarding personal characteristics

Many otherwise highly competent typists fail because of some mannerism, a wrong attitude, or their personal appearance. I know a middle-aged law stenographer who just recently lost her \$30 a week job simply because of her stupid attitude. "*The educating of the individuals is the big concern.*"

Regarding placing materials in the hands of pupils on the changing of ribbons, the care of equipment, etc., a director of business education once remarked to me that from reports he received on equipment, he concluded that the directions for its care must have been put in the hands of the pupils—not their heads. So I wonder if giving pupils directions is enough. Shouldn't this body of information be made an integral part of their instruction so that they become thoroughly familiar with the importance of the relationship of a perfectly working machine to a neat copy? But it should be remembered that Mr. Webb is dealing with the selection of materials and not with methods and teaching.

What are we doing, as teachers, regarding the quality of the thought content of practice matter? Of course, we don't write the text; we may not even have a word to say regarding its selection. But suppose we do use a book in which we have every confidence, is that sufficient? Do we think, as Mr. Webb implies that some teachers believe, that there is some magic in the selection of text materials that will take the place of teacher activity—not to mention "the will to learn and the proper application of the learner"? Plutarch, 2,000 years ago, wrote, "The common people in any exigency ever look for relief rather to strange and extravagant than to reasonable means."

Is it possible for one to type an article without some of the ideas sticking? That depends somewhat on the individual—how eager he is for learning, or how much interest the matter has for him. In the early, straight-copy stage I am afraid that attention would be so fixed on the mechanical act of writing that little of the context would stick. Material at this stage would, as Mr. Webb points out, be selected for its contribution to the development of proper skill. Copy definitely in the pupil's range, of a simple character, tends to increase facility.

On the other hand, when one becomes so expert that the mechanical part of typing makes no call whatever on the consciousness, one can type and think about the weather or the coming dance.

A prominent writer of typing texts wrote me:

I have no scientific data upon which to base an opinion, but it is my idea that one does consciously or unconsciously absorb something from whatever article he is copying. Therefore, I have tried to make the content in our typing books have a meaning outside of the mere act of typing. Whatever the student gains in this way is a distinct gain.

To see whether or not your pupils are making this distinct gain, why not try this simple experiment with some of your classes? Give them an article of 250 to 500 words to be copied. *Say nothing as to your purpose*; especially do not hint about questioning them after the test. Collect the papers. Then ask the pupils to write their impressions of what it was all about. This would not be scientifically conclusive unless carried out with a large number, but it would give you an idea at any rate.

### A Simple Experiment

Then try them out with a fairly comparable article, telling them in advance this time that they are to be questioned. If the second article is given again, naturally we should expect an increase in thoughts recalled in a ratio corresponding to the number of times the test is written up to a point where the law of diminishing returns usually begins—about the fourth or fifth repetition. The point in this experiment is what psychologists call the *Aufgabe*, a term generally implying a subject's orientation or mental set toward a problem. This attitude is usually determined by the directions given to the subject. The decisive factor in the set-up of this experiment is the avoidance of any reference in your directions to any test on content, in the case of the first article. If we typing teachers want copied articles to "click" informationally, we must consciously seek that result; as with other mental processes, this tends to become automatic. Strive for content-getting right after you introduce informational copy.

Let me give you an interpretation I should make of Mr. Webb's idea of introducing a new topic, say, letter writing. The first letter need not necessarily be a business letter. Show rather a form with which many of the pupils are already familiar through having had to write similar letters—a letter ordering a periodical, a *single* item, a price inquiry. Do not use a letterhead. Require only a pen-written signature. You see the difference is solely in the tool used, the typewriter instead of a pen.

Here is a sample of an assignment, a little further along the line of letter writing. This combines the idea of specific informational copy with Mr. Webb's suggestion regarding the value of compelling pupils to note and follow printed directions. This also has the virtue of serving as a model introducing a business letter with a typed signature.

Finally, the main analytical error which one is likely to commit is the unexpressed assumption that the merits of any text are independent of the caliber of the teacher using it. Many educators fail to appreciate the significance of this nice adaptation of the workman to his tools. Excessive concern with pure method, as such, is an artificial, un-

profitable occupation. The 100 per cent master method has not yet been found because teachers as individuals are not 100 per

November 1, 1935

Miss Every Typist  
East High School  
Rochester, New York

Dear Miss Typist:

These directions will enable you to place artistically a double-spaced letter on a letterhead.

Center the date two inches from the top. For a letter of about this length (100-125 words), use a 60-space line; operate the line spacer twice after the date.

Set a tabular stop at 20 for the second line of the address and for all paragraphs. Set a second stop at 25 for the city, and a third at 40 for the complimentary close, etc. After "EAST HIGH SCHOOL" line-space twice. Type my initials, then yours in place of "XYZ." Use your tabulator to bring you into position for the title.

Yours very truly,  
EAST HIGH SCH. CL

WRF:XYZ
Typewriting Chairman

cent alike in their personality and ways of going about doing their job; also because pupils are not 100 per cent alike in their mental level, "the will to learn and the proper application."



## Human Needs Committee

MRS. HARRY LOEB JACOBS, of Providence, has been appointed Rhode Island State Leader for the National Women's Committee of the 1935 Mobilization for Human Needs, according to a recent announcement by Mrs. Franklin D. Roosevelt.

Mrs. Jacobs' long experience in social welfare work eminently qualifies her for this important assignment. For many years Mrs. Jacobs served as secretary to the women's advisory board of the Providence Council of the Girl Scouts of America. She is a former

president and present director of the Women's Advertising Club of Providence and past president of the Women's Advertising Clubs of the World, and present director of the Advertising Federation of America. She is the wife of Harry Loeb Jacobs, President of Bryant College, Providence.

By popular demand, the BUSINESS EDUCATION WORLD has been voted for inclusion in Education Index for ready reference. This index is published monthly and is available in public libraries.

# "I'M WRITING AN ARTICLE"

**Miss Hutchinson, editor and writer, gives practical suggestions for the preparation of that article you've wanted to compose**

## • E. LILLIAN HUTCHINSON

Assistant Editor, The Gregg Publishing Company  
New York City

**M**ANY an imaginative commercial teacher who has been doing some interesting experimental teaching, adapting a somewhat classical, academic teaching procedure to meet the perplexing demands of this chaotic New Era, wishes to share these experiences with other commercial educators. Perhaps you have pondered wistfully over the psychologically alluring slogan of a certain popular correspondence course in writing, "How Do You Know You Can't Write?"

As a matter of fact, you *can* write—on a topic in which you are as vitally interested as you are in your daily work, especially when you are experiencing the contagious joy of seeing something original develop.

You do not need to know how to construct plots, how to develop climaxes, how to introduce action and color, as the short-story writer must do—for, indeed, fiction writing today has a definite technique that is quite different from the classical methods.

Neither is it necessary that you understand the modern biographical method, first brought into prominence by Ludwig, which has made the present-day biography so popular as to rival in interest the fiction form of writing.

### Use the Fundamental Principles of Writing

In reality, you have at your command all the principles of writing you require, the old stand-bys you have taught so many times in your English classes—unity, coherence, em-

EDITOR'S NOTE: Miss Hutchinson is co-author of "The English of Business."

phasis, and euphony.<sup>1</sup> Use these principles and write in straightforward, simple, narrative style, according to an outline, and you will not find it necessary to develop rhetorical or literary "style." The sincerity of your conviction and your enthusiasm will color your vocabulary and dramatize your presentation.

### The Outward Form

You may, however, need a little coaching on the mechanics of form, the outward dress of your remarks.

The chances of an article's being accepted by the editor of any magazine are increased many fold if its general "get-up" shows that the author is acquainted with the conventional form in which written work should be submitted.

The usual "Suggestions to Authors" contain little of practical assistance. Such elementary admonitions as to submit only typewritten manuscripts, typed double spaced and to use only one side of the paper are of no help to the teacher who is handling typewritten matter daily and who would never consider presenting an article in any other form. Also, unless the stenographer who will type your article for you has had experience in this field, she will probably not be fully informed on the many details involved.<sup>1</sup>

The purpose of this article, then, is to summarize some of the instructions that we editors would like to pass on to *all* authors, experienced and inexperienced.

<sup>1</sup> Part II of "Rational Typewriting Projects," by Rupert P. SoRelle (Gregg Publishing Company), gives excellent instructions on manuscript typing.



## Grammar

Please do not be insulted if we respectfully suggest, as the first necessity, grammatical correctness in whatever you write. If you could see the amount of red ink that is used by editors in making subjects and predicates agree in number; in making ambiguous pronouns definite; in completing comparisons; in straightening out tenses; in changing *shall* to *will* and *should* to *would*, and vice versa; in improving the order of clauses; in deleting superfluous and hackneyed words; and in



E. LILLIAN HUTCHINSON

correcting countless other ungrammatical expressions, you would be amazed. Every writer would profit by reviewing the principles of English grammar occasionally.<sup>2</sup>

### Length of Article

If the article you are preparing is of the length used by the magazine to which it will be submitted, it will have a much better chance of being accepted than if it is too short or too long, and so will have to be returned for addition or for cutting. There-

<sup>2</sup> Part I of "The English of Business" (Gregg Publishing Company) contains an excellent brief review of English grammar. Wooley's "Handbook of Composition" (D. C. Heath & Company) is also excellent.

fore, have in mind the specific magazine to which you will send your product, and study the length of the articles it publishes.

A practical method of estimating the length of typed copy is to count the number of characters of type in, say, ten lines of print. The average of this amount will be the average number of characters in a line. Then, by typing your article with the same number of characters to the line, you will be able to convert the number of lines of your material into lines of printed copy, and so into columns and pages. For example, material typed in a 45-space typewritten line will run practically line for line with the single-column lines of the BUSINESS EDUCATION WORLD.

Paragraph length is also important. Do not make your paragraphs so short that a scrappy, confused appearance and tone result, nor so long as to make the material difficult to read. An average of at least three or four paragraphs to a column of a magazine of the size of the BUSINESS EDUCATION WORLD is a good average.

### Headings

Section headings should be inserted at logical places, to show breaks of thought and the development of subject matter. You are in a better position than anyone else to indicate these headings.

They should be typed in capital and small letters—not all capitals. If the style of the magazine demands that the headings be set in all capitals, it is easy enough for the copy editor to write "all caps" against them, but if they are typed in all capitals and the magazine wishes them "upper and lower case," it is much more difficult to indicate which letters are to be capitalized. Also do not underscore such headings, for to the printer that means italics only. Leave it to the editor to indicate whether they shall be set in italics, in bold face, or in capitals and small capitals.

It is much better to center such headings than to place them at paragraph margins, for, if subdivisions are also desirable, these may then be inserted as paragraph headings.

Illustrations are an extremely important part of any article on commercial education. They may be in the form of photographs of exhibits or of classrooms; drawings; charts, etc. Here are some points to remember in submitting illustration copy:

### Illustrations

1. Copy for photographs must be *original* photographs, not half-tone illustrations that have been printed in other publications. Such prints do not reproduce satisfactorily.

2. Do not paste or mount photographs or other illustrations on the same page with the matter that is to be set in type, for illustrations are handled entirely separately—by draftsmen, artists, and engravers. If they are pasted onto the manuscript, it is necessary for someone to cut them out, mount them on other sheets, then mount the mutilated manuscript pages on other sheets, and the result is a bulky, inconvenient manuscript.

3. Indicate the wording of legends or captions which you wish used for the illustrations either on the back of the illustrations or on a separate sheet of paper. Never write instructions or legends on the face of the illustration copy. *Caution:* In writing on the backs of photographs, do not press hard enough to show through on the face of the photograph, as such marks reproduce.

4. In preparing sketches, outline drawings, charts, etc., for reproduction, use black or india ink only, as blue ink does not photograph without the use of special, expensive color screens. Lines drawn in blue have to be retraced before a cut can be made from the copy.

5. Have any charts or drawings containing ruled lines and lettering prepared by a mechanical draftsman, unless you yourself are expert in the use of ruling pen, triangle, and T-square. Few laymen can draw right angles accurately, rule straight lines evenly, or letter well enough for reproduction.

6. In preparing illustration copy on the typewriter, see that the "color" (the impression) is even and the type faces sharp.

7. Any photographs or drawings should be at least half as large again as the final

form, for better results are obtained when illustrations are reduced in size in the photo-engraving process.

A great deal of information is best shown in tabulated form. Tabular work, troublesome and expensive enough to set at the best, is made doubly so when it is poorly prepared by the author. The following rules cover the essential considerations:<sup>3</sup>

### Tables

1. Give every table a heading that describes its contents. Note, however, that the words, "table showing," are unnecessary. Subtitles or descriptions should be added, if necessary, to insure clearness.

2. In a magazine article it is not usually necessary to number or letter tabulations, unless there are a great many of them and there are many references to them.

3. In compiling tables, keep in mind the proportions of the printed page. Sometimes interchanging the position of the "stub" (the left-hand column, on which the rest of the tabulation depends) and the other column headings will result in a better balanced table. Sometimes a very large table may be broken into two or more smaller, more flexible ones.

4. Use the reference symbols \*, †, etc., for footnotes to tables rather than superior figures, which should be used for text notes. Footnotes to tables should be typed immediately below the table, not at the foot of the page.

### Bibliographies, Footnotes, Quotations

Research studies, especially, contain a great deal of bibliographical material, footnotes, and quoted extracts. It is utterly impossible in the space here available even to outline the points to be observed in preparing this material. Teachers who have prepared theses for degree requirements, however, will be familiar with the problems. Reference to the texts of leading publishers will also show

<sup>3</sup> Part III of "Rational Typewriting Projects" contains an excellent treatment of the typing of tables and statistical matter.

the accepted forms. Librarians in school, special, or public libraries can also be of great assistance in these matters.

### Spelling, Punctuation, Capitalization, and Abbreviations

A correct and *consistent* style of spelling, punctuating, capitalizing, abbreviating, and using figures is most important.

Spelling problems are easily settled by the simple rule of invariably choosing the first, or preferred, spelling given in a dependable dictionary.

The other style matters mentioned are likewise too numerous even to mention. They may be answered by referring to standard works.<sup>4</sup>

### Some Miscellaneous Hints

1. Be sure your name and address and the approximate number of words in your article appear on the first page.

2. Supply the exact wording you wish used to describe your position or your title. Also, give your academic degrees.

3. Keep a carbon copy of your article, with all corrections on it. (Submit the original, not the carbon, to the publisher.)

4. Do not submit the same article to more than one publisher at a time. Wait until you have a definite refusal from one house before sending your manuscript on to another house.

5. Enclose sufficient postage for the return of the article in case it is rejected. Do not stick these stamps on an envelope, for they are often useless in that form.

6. Number your pages consecutively throughout the article and make them of approximately the same length.

7. Do not use transparent paper, which is very hard on the eyes. (Never shall I forget one very long book manuscript I edited that was a carbon copy, on onionskin paper, in single-spaced elite typing. Only the exceptionally good pair of eyes I am so fortunate as to possess prevented me from going blind.)

<sup>4</sup>Part II of "The English of Business" contains complete rules on punctuation, capitalization, and abbreviating.

8. Minor corrections and additions should be made directly in the body of the article—not in the margins as in proof reading. It is not necessary to put a delete sign in the margin of the manuscript page where words are crossed out.

9. Do not fasten the sheets of your manuscript together with staples, bound eyelets, or other more or less permanent fastenings. It is much easier to read and handle a manuscript when the sheets are separate; also, if it is accepted and starts through the editorial mill, this binding will have to be unfastened for the convenience of copy editor, compositor, proof readers, make-up man, and the various other persons through whose hands every manuscript passes in the process of becoming part of a magazine.

10. In attempting to follow out the suggestions made above, however, do not lean over backward and "doll up" your manuscript by having it typed on a very expensive, stiff paper; binding it in fancy, decorated covers; or displaying headings in various colors. Such "fussiness" will tell the editor at once that you are a tyro, for experienced writers do none of these things.

### Where the Editor Comes In

We hope that the multiplicity of *do's* and *don'ts* have not given you the impression that we editors are a "bunch of crabs," or that, out of sheer laziness, we expect the author to do everything but print his work. Far from it. You will almost invariably find that editors are only too anxious to guide, advise, and suggest.

What most people who have not seen the inside of an editorial office do not realize, however, is that the editor's desk is a miniature manufacturing business. He takes raw material (the original manuscript), puts it through a manufacturing process (the printing and engraving), and offers the results to the consumers (the reading public). As in any other business, the condition of the raw material very largely determines the final product.

What was that you said? "I'm writing an article"? Congratulations!

# BUSINESS LETTER CONTEST

**The November problem in this popular series is presented, and prize winners in the September contest are announced**

• L. E. FRAILEY

The Dartnell Corporation  
Chicago

## "Either You Win That Turkey or You Don't Eat"

**T**HANKSGIVING dinner! Oyster soup, roasted almonds, pickles, celery, and mashed potatoes, creamed corn, tiny green peas, oyster dressing, cranberries, plum pudding, pumpkin pie—*And* a great, big, juicy, butter-basted turkey! Much nicer to think about, and much easier to write about, than old Cy Wenner, his canned goods, and his lazy son-in-law!

A turkey for every salesman who makes his quota for just one month! Not a scrawny little thing, the size of a duck, but a fat, tender fellow, weighing 12 to 14 pounds. And for the one lucky chap who leads the pack, a great monster of a turkey, big enough for the family, the relatives, and, maybe, some of the neighbors!

Can't you see the salesman's wife reading your letter? Can't you imagine her gloating over that turkey which her husband is going to win? Can't you hear her telling him to get busy? No late sleeping, no Saturday loafing for that salesman during the month of that turkey contest. His wife will see to that. Maybe he will grumble, say that he would rather buy a turkey than work so hard to win one, but it won't do any good. "You'll win that bird, or you won't eat on Thanksgiving Day," his wife will say, and she won't mean maybe.

This is a problem, of course, quite different from smoothing the ruffled feathers of Cy Wenner. Here you are trying to sell an idea. A free turkey for the salesman good enough to win one! But you don't tell the salesman about it. You are more clever than that. You

go after his wife. She is the one who plans the Thanksgiving dinner, she buys the food, she likes to make every dollar do double duty.

Every sales manager knows that there are four steps in the making of a sale. They have to be taken by the salesman in person, or by the person who writes the sales letter.

Selling is a lot like baseball. The salesman goes to bat with three bases to circle before he comes home with an order. He reaches first base when he gets the *attention* of the buyer. He lands on second when the buyer has a complete *understanding* of the product. He goes swiftly on to third when *desire* has been created in the buyer's mind. He dashes home when the buyer is persuaded to put that desire into *action*.

Attention! Understanding! Desire! Action! Those are the four steps you must take in your letter to the salesman's wife. What are you going to say in the beginning that will get her attention? How will you make her understand the plan of the contest? How will you make her *want* that turkey? And what will you put into the conclusion of your letter that will make her meet her husband at the door that evening, with "John, I'm so excited. We are going to have a big turkey free for our Thanksgiving dinner"?

It should be a lot of fun to write this letter. It's easy to talk about a plump, juicy gobbler. So don't miss this problem. From schools all over the country, folks will be matching their skill against your own. It will be an honor to win one of the prizes, and good practice even if you don't.

# BAD NEWS FOR THE TURKEYS IN THE NOVEMBER LETTER PROBLEM

From the President to  
The Advertising Manager

Dear Mr. Woods:

At our sales conference yesterday, it was decided to build a contest around Thanksgiving, with twelve- to fourteen-pound turkeys as prizes. We will need your help in preparing the publicity which will get the contest off on the right foot, and keep it humming.

Here is the plan. The contest will run from October 15 to November 15. The quotas are simple. Each salesman who beats his record for a same period last year by not less than 25% will be the winner. The turkeys will be mailed from our experimental farm in plenty of time to be delivered forty-eight hours before Thanksgiving Day.

Since women are supposed to be more interested in the meals on such occasions than men, the opening shot in the contest--a letter prepared by you--will be mailed on November 1 to the wives of our salesmen. This letter will be signed by the managers of our various sales divisions. As you know, all our salesmen are married, so that simplifies the problem.

Each wife will be told that a plump, juicy gobbler has been reserved for her table, and that it's up to her husband to see that it is delivered. As an added incentive, you can announce that the wife of the salesman making the highest percentage of gain gets the biggest turkey on the farm. Last year, we had one weighing twenty-six pounds, quite a monster.

By getting the wives to spur on their husbands we hope to put the right pull into this contest. Of course, your letter will help to whet their appetites.

Please write this letter in the next few days, and let me see it.

R. C. STEVENS, President.

All right, you letter writers. You have your orders. Assume that you are Mr. Woods, and write the letter that will make the wives say, "Either you win one of those turkeys or you don't eat on Thanksgiving Day."



# A REVIEW OF THE SEPTEMBER CONTEST

## **Mr. Fralley analyzes the contributions to the contest and makes some interesting comments**

**A**S a business man, interested for many years in better letters, I have been eager to see what kind of letters would come from teachers and students. Would they be too academic, too flowery in style?

You see, operating a business letter contest is not a new game with me. For twenty-five consecutive months, I published letter problems in one of the leading business magazines. The solutions came from some of the best writers in the country—sales managers, advertising experts, and executives. To make an honest confession, I expected a wide difference in the quality of letters submitted in that contest and this new one in the *BUSINESS EDUCATION WORLD*. It seemed only natural that this should be so.

### **Has Pleasant Surprise**

But I have just had the surprise of my life. Reading through the many replies to grocer Cy Wenner, I have been really amazed at the skill, and the good business judgment, of these contestants from our schools and colleges. Without meaning to flatter, I can sincerely tell you that the letters about Sam Sebastian compare favorably with any lot that I received in the previous contest. So, my hat is off to the type of instruction which is being offered in your schools. It is practical and thorough. The letters are evidence of that fact.

Naturally, as in any contest where folks do not pretend to be perfect, there are some faults in these letters which I am going to call to your attention. Without honest criticism, none of us may hope to make progress, and I want you to take these suggestions in the spirit with which they are made—not to humiliate, or ridicule, but only with the thought of improving your skill. In that way, I hope to make the contest of real value to

both contestants, and readers of this magazine. After all, the chief purpose of the contest is to help some of you prepare for business life, and out of your mistakes you can make stepping stones to that goal.

The letters of the winners, first and second place for both students and teachers, are published in this issue. You will probably want to study them in your classes, to see if you agree that they are good, and perhaps, now and then to take issue with my judgment. That, I will accept with the same good nature that I ask you to take my criticisms. We are all working together in the interest of better letter, and if we make headway in learning how to write them, it will not matter so much who happens to win the prizes each month.

Of one thing you may be absolutely certain. My ranking of the letters is entirely impartial. When I read these replies to Cy Wenner, I had not the slightest idea who had written them. I decided that the best letter, in my opinion, was number three. [All letters are numbered at the B.E.W. office in the order of their receipt.] The author may be man or woman, may live in California or New York. I do not know these things—and never in any of these contests will I know them.

### **The Problem Itself**

All right! Now what about Sam Sebastian? Well, Sam is only the puppet in this play. Sam undoubtedly knew that his dismissal was just. He had not held his own with the other salesman, and he had been repeatedly warned that the axe would fall. But his future father-in-law had different ideas. He didn't like the thought that his daughter had picked a failure. He knew that his orders were at least one ace in the game, and he

played it. "You discharge my son-in-law," said Cy Wenner, "and no more orders do you get from me."

But Wilson, the sales manager, really held the stronger hand. He had facts to give Cy Wenner which no business man could ignore. Sam had lost 8 per cent the previous year in his territory, but the general advance for the company had been 39 per cent. I think, therefore, that you had to give these figures to old Cy Wenner. Remember this in all of your business letters. The truth will prevail. Don't be afraid to give the facts as courteously as you can.

In the second place, Cy Wenner probably didn't want to stop buying your canned goods. When a jobber has handled a brand for

# Teacher's First Prize of \$5 Awarded to

John W. Toothill  
Small Secretarial School  
Newark, New Jersey

September 12, 1935

Mr. Cy Wenner  
President, Wenner Grocery Co.  
Indianapolis, Indiana

Dear Mr. Wenner:

Your letter with reference to Sam Sebastian was handed to me this morning. Naturally, being as well acquainted with Sam as I am, and in view of the fact that our friendship has existed for many years, I feel very deeply about this.

I understand Sam very thoroughly. He is an excellent chap, and all that you claim for him, likable, and has the ability so necessary for success as a salesman. He lacks one essential, however, and that is willingness to put his shoulder to the wheel and work hard. When he first came to our concern, and for several years thereafter, he was all that we could ask for in this respect, but in spite of our efforts for the past year or two, we have been unable to arouse in him that interest which is so necessary for his success.

You would not have reached your present position in the business world if you, yourself, had not worked hard. Sam is young, and his future lies before him; and if he ever needs a reference, in spite of the fact that we have (for business reasons only) found it necessary to dispense with his services, he may with confidence call upon us.

Your daughter's future is tied up with his, and I am sure, Mr. Wenner, that you will agree with me when I say that our action in dropping Sam from our organization will be the best thing that ever happened to him in the long run. I know he will now get out and accomplish real things.

This noon, I met Jim Small at the Rotary luncheon. Jim is vice president of a concern manufacturing special machinery. He intends to open an office in Chicago about the first of the year, and he is looking for a young man about Sam's type. The job will pay more than Sam received with us, and if you want me to, I will arrange for an appointment for him.

Yours very truly,

# Student's First Prize of \$5 Awarded to

Ruth Aileen Chase  
Merchants and Bankers' School  
New York, New York

September 25, 1935

Mr. Cy Wenner, President  
Wenner Grocery Company  
Indianapolis, Indiana

Dear Mr. Wenner:

I realize that your dislike of anything unfair prompted you to write to me concerning Sam Sebastian. Your method of "square dealing" in our business associations with you has been particularly noted by our organization. Naturally you wished an explanation for seeming hard-heartedness on our part to a salesman who has handled our products in your territory for several years. I feel that you surely merit one.

Several months ago I had a long talk with Sam, in which he mentioned that he felt deserving of something more promising than a territorial salesmanship. Perhaps this discontent has caused the general decrease in his sales returns in the last two periods. The past two months have shown no improvement, and we felt that possibly Sam might be better situated in some other position.

Our letter to Sam was not meant to be as curt as it may have sounded to you. I personally feel that this incident may be the means of opening the way for Sam really to locate himself in something ideally suited to his special abilities and liking.

Although business dealings often seem cold and unfeeling, I want you to know, Mr. Wenner, that New England Foods has appreciated having you as a customer. We count you as one of our steadiest and most responsive customers. I don't hesitate to tell you that the withdrawal of your account would be an irreparable loss to us. Aside from the business it represents to us is the fact that we should hate to lose a customer with whom we have had such pleasant associations, through a misunderstanding.

I sincerely hope that you will think this matter over, realizing above all that our action was not against Sam Sebastian the man, whose integrity we can and will vouch for, but it was against Sam Sebastian the salesman.

Yours very truly,

a long time, he has created a demand for it which he can hardly ignore. If Wenner stops buying, then he knows that some other jobber will get the retail orders which have been coming to him. The housewife who cannot buy Quaker Oats, Ivory Soap, Kellogg's Corn Flakes, or any other well-known product in one store will simply go to another. So you see it is my opinion that all the time Cy Wenner was bluffing. You had to call that bluff by holding your ground—as tactfully as you could.

Of course, you could make the mistake of going back at Cy with a chip on your shoulder—some of you did—and

Teacher's Second Prize of \$3 Awarded to

Mary C. Scoville  
Central High School  
Kansas City, Missouri

September 30, 1935

Mr. Cy Wenner, President  
Wenner Grocery Company  
Chicago, Illinois

Dear Mr. Wenner:

I am glad you wrote me so frankly in regard to Sam Sebastian.

Your daughter's engagement to him, of which we knew nothing, makes the matter especially important; so I am glad you wrote me personally. Had I known of this circumstance in time, I should naturally have talked the matter over with you, and we would have had a friendly understanding as to the wisest course for him to take.

There is one thing about you, Mr. Wenner, that my long acquaintance with you has taught me to value; you are not only sincere and straight-from-the-shoulder yourself, but you cannot put up with anything less than that in others. From the very fact of your writing me, I know that you realize that we have our side too, and that you want to hear it.

In the first place, you are correct in your personal estimate of Sam; he is one of the best fellows in the world—amiable, considerate, and good-tempered. But it isn't necessary to explain to a man of your experience how the possession of these very qualities may handicap a salesman. He hesitates to push a prospective customer who can't quite make up his mind—and some other fellow rushes in and makes the deal.

As you, yourself, may have suspected, Sam simply is not a salesman. I dare say that, secretly, he hates selling and would be relieved if he never had to face another prospect. Under the circumstances, it is clear that he should waste no more time on a line for which he is obviously unfitted. We may have been somewhat to blame here, for having allowed the matter to drift to this point. We kept him on, in spite of his low selling record, because we wanted to be sure we were giving him every possible chance. It is not always easy for a firm, hiring a young man, to tell just what his talents are.

My own belief is that he belongs to the adjusting end of the business game. His brains and tact and understanding of business matters will make him a valuable man in an adjusting department. I feel sure that, with the many contacts you both have, such a place speedily will be found. You can, of course, count on us to help in any way we can.

tact, either by letter or in person, should ever be ugly or rude.

So there's a hint for the letters that you write for other problems in the BUSINESS EDUCATION WORLD. I'll never award a prize to a letter which is not courteous and friendly. No matter what the provocation, you should not get "hot under the collar." The friendly letter pays—under all circumstances. Get that spirit into what you write and you are rather sure to do good work, even though you violate other principles which we will mention as we go along.

When you study the letters that won this month, you will find that they all were friendly. The job is done without malice or ridicule. They all insist that Sam

Mary C. Scoville  
Central High School  
Kansas City, Missouri

Page 2

Mr. Wenner, I believe you will agree that we have been more considerate than many other firms, similarly situated, would have been. For us, it is a most unfortunate predicament. It would cost us less, perhaps, to take Sam back than to lose your business, if such a course were forced upon us.

But suppose we did try to keep him—it is plain, from his record with us, that, as a salesman, he will never make your daughter a comfortable living; and that, Mr. Wenner, is what you are interested in; not in his having a job with us. Consequently, the fairest thing we can do is to set him free to seek the kind of position for which he is really fitted.

Now about that order for several thousand cases of canned goods—notice on the enclosed price list, the new quotations on canned tomatoes, strawberry preserves, and Alaska red salmon. You will find these prices considerably under any others on the market, and on orders the size of yours, everything counts.

This order will be assembled with more than extra care and will reach you in record-breaking time. Of course, you know that we are more anxious to please you than any other firm could possibly be.

Very truly yours,

that would be fatal. Right or wrong, a man has his self-respect to defend. You couldn't afford to be sarcastic or arbitrary in your reply to Mr. Wenner. Even if he did lose the profit on the sale of your products, he would surely make his threat good if you poured salt on his wound.

And here we touch a principle so vital in business letter writing that you may count it as the most important of all. Executives tell their dictators that every letter written on their stationery *must* be friendly. It is the company which speaks in a letter—not the man who writes it. The company cannot stoop to anger, or sarcasm, or ridicule. The success of a business depends on the good will of the public. No con-

cannot go back to work, but at the same time they extend the hand of good fellowship. They seem to say,

"Come on now, Mr. Wenner. You are a good business man. Here are the figures. You can see for yourself that we had to let Sam go. But it may be the best thing for him in

buy. Well, the minute a company begins to give special discounts to some customers, it will soon have to do the same for all. Such practices are not good business, and no reputable company would be guilty of them.

I had to smile at the tactics of the writers who thought to regain Cy's esteem by telling

him that the company was going to send Sam and his bride a fine wedding present. There were thousands of dollars at stake in this argument. Do you suppose a silver plate, or an electric toaster would make Mr. Wenner smile again?

Avoid remarks that are argumentative—they only keep the pot boiling. Here are a few that I found in your letters.

We are sorry that you take such an unreasonable attitude.

You ask what is the matter with Sam. We will tell you.

Your customers buy our canned goods, not because you handle them, but because they want them.

It is strange that a man of your intellect would do such a thing.

We do not care to continue to hire such a salesman.

Do you see the gun powder in those expressions? When a man is angry, what is the quickest way to make him run amuck? Why, to say that he is unreasonable, or that you are surprised at his attitude. When you have written a letter, go over it with great care. Cull out the words, or phrases, that might offend the reader.

There are other things I wanted to mention about your letters—things you should guard against—but they can wait for another month. The one point I have tried to stress at the start is that the *friendly letter* is the only kind that should ever be written in business. Try always to be agreeable and tolerant toward your reader, no matter what he may have said to you. Meet him with sympathy and understanding. Resolve to write always in the friendly way, and you will have taken the first step in becoming a master letter craftsman.

Student's Second Prize of \$3 Awarded to

Cy Wenner,  
Prenott High School,  
Prenott, Michigan

Mr. Cy Wenner, President

Dear Mr. Wenner:

trade line. Our relations have always been friendly, and I like very much to have them continue so.

Yes, Sam is a splendid fellow, with a very pleasing personality. His responsibility to this company to do so. When Sam first started working for us, he was a splendid fellow, but in the last two years he has many new orders from his territory, but in the last two years he seems to have lost all interest in his work and is content with his old customers and fewer orders, rather than rounding up new customers and more orders.

This company has high standards. It is for that reason that I cannot continue to retain him any longer. It would be unfair to the company in the sense of losing orders and profits, and unfair to Sam by letting him think he could "get by" with the loss, even after he had received many warnings.

Therefore, I appeal to your sense of fair play. Help make a man out of Sam by making him stand up and "take it on the chin" when he gets what's coming to him. I don't very much like that he had to lose his position just before his marriage to your daughter, but Sam would be losing his self-respect if we retained him under such conditions. Perhaps later, after Sam has proved himself responsible and capable enough, I may be able to find a place for him again.

I am depending upon the high quality of New England Foods and their products to keep your territory as our customers.

My best wishes to Sam for a bright and happy future with your daughter as his wife. May he always prove himself worthy of her.

Very sincerely yours,

the long run. We're sorry, can't we still be friends?"

Some of the contestants tried to give fanciful excuses—all kinds of excuses except the right one, which was that Sam had failed on the job. Several gave no reason at all, and that was bad. Remember when a man writes to you about any situation in business, he is entitled to the facts. One writer, for example, took more than a page to explain to Cy Wenner that Sam had been dismissed because of poor health. Was that a tactful thing to say? Would Cy Wenner want his daughter to marry a physical wreck?

Others tried to bribe Cy Wenner to regain his good will. Some offered commissions of 5 and 10 per cent if he would continue to

### The Contest Rules

**S**END two copies of your contest letter to the Business Letter Contest Editor of the *BUSINESS EDUCATION WORLD*, 270 Madison Avenue, New York City. Your letters must reach that destination *on or before* November 30.

One copy is to be on plain white paper, unsigned.

The other copy should carry your full name, complete address, school, and the notation "Student" or "Teacher," in the upper right-hand corner of the letter. If you are a pupil, please give your teacher's name also.

Only the unsigned copies of the solutions will be judged. In that way, your entry is guaranteed an unbiased decision.

A prize of \$5 will be awarded to the student and also to the teacher writing the most acceptable letter; a prize of \$3 will be awarded to winners of second place in each group. The winning letters and Mr. Frailey's comments about them will be published in the January issue.

### Honorable Mention

The following teachers were awarded Honorable Mention in the September contest:

Edith Hess, Northwest Mississippi Junior College, Senatobia, Mississippi; William T. Elliot, Hammond High School, Hammond, Indiana; Helen Waters, Langford High School, Langford, South Dakota; Melida C. Kertcher, 306 Loma Drive, Los Angeles, California; L. G. Pulver, State Teachers College, Dickinson, North Dakota.

These students were also awarded Honorable Mention in the contest:

Mary Parmentier, College of Commerce, 5516 Tenth Avenue, Kenosha, Wisconsin; Louise Nelson, San Diego College of Commerce, 113 Fourth Avenue, San Diego, California; Miriam Gould, J. W. Riley Junior and Senior High School, South Bend, Indiana; Orland Vangness, Our Lady of Lourdes High School, Marinette, Wisconsin; Cloe Dake, Fremont High School, Fremont, Michigan.

### Dinner to Cadisch

**A** WELCOME dinner was tendered September 25 to Dr. Gordon F. Cadisch, new dean of Hudson College of Commerce and Fine Arts, Jersey City, New Jersey. Dr. Cadisch stated that he is going to make an economic survey of Jersey City. He deplored the high cost of education, declaring it tends to create an aristocracy of learning.

Among the many distinguished guests who paid tribute to Dr. Cadisch were A. W. Taylor, Dean of the Graduate School of New York University; Raymond C. Goodfellow, Director of Commercial Education in Newark; Jay I. Henshaw, Superintendent of High Schools in Jersey City; Paul S. Lomax, Professor of Education of New York University; Hubert A. Hagar, General Manager of the Gregg Publishing Company, and W. P. Gardner, President of the New Jersey Title Guarantee and Trust Company.

### Southern B. E. A. to Meet

**T**HE Thirteenth Annual Convention of the Southern Business Education Association will meet at the Jefferson Hotel, Richmond, Virginia, November 28-30. Professor B. Frank Kyker, Director of Commercial Teacher Training at Woman's College of the University of North Carolina, Greensboro, is president of the association. The convention theme is: "How Business Education May More Nearly Meet the Needs of Changing Business and Economic Conditions."

Among the prominent educators to address the convention will be:

Earl W. Barnhart, Chief, Commercial Education Service, U. S. Office of Education, Washington, D. C.; George W. Kavanaugh, Business Manager, Berea College, Berea, Kentucky; A. P. Kephart, Principal, Curry High School, Greensboro, North Carolina; D. D. Lessenberry, Director, Courses in Commercial Education, University of Pittsburgh; Herbert A. Tonne, Associate Professor of Education, New York University; Foster Loso, Instructor, Thomas Jefferson High School, Elizabeth, New Jersey; Louis A. Leslie, Editor, *Shorthand Texts*, The Gregg Publishing Company, New York City; Professor A. J. Lawrence, Editor, *Modern Business Education*, University of Kentucky, Lexington; Harry Collins Spillman, New York City; Professor F. G. Nichols, Graduate School of Education, Harvard University.



## NATIONAL COMMERCIAL TEACHERS FEDERATION

To meet at the Hotel Sherman, Chicago, December 26-28



D. D. LESSENBERRY



LOUIS L. MANN



G. BROMLEY OXNAM

**N**EXT month commercial teachers throughout the country will be planning their annual professional holiday trip to the National Commercial Teachers Federation Convention, meeting during Christmas week at the Hotel Sherman in Chicago.

The program is nearing completion and President Lessenberry assures us that it will be released in time for publication in the December issue of this journal.

The Federation convention will open on Thursday afternoon, December 26, with a social event of unusual attractiveness in the form of a penthouse tea for former presidents. This tea will be held in the "House on the Roof" at the Hotel Sherman.

Following the tea, a general assembly will be held in the evening, at which the keynote address for the convention will be delivered by Dr. Louis L. Mann, Rabbi of Sinai Congregation, Chicago. Dr. Mann was formerly lecturer on Comparative Ethics at Yale University and is now professor of Oriental Languages at the University of Chicago.

The general assembly will be followed by cards and dancing. These social events will be in charge of Paul Moser, president of Moser College, Chicago.

The round table meetings and forum discussions are scheduled for all day Friday.

Dr. G. Bromley Oxnam, president of De Pauw University, Greencastle, Indiana, will address the general assembly on Saturday morning. Dr. Oxnam is noted as an

educator, author, lecturer and minister, and has attained national prominence through his keen insight into world problems. He was a member of the American delegation to Russia in 1926 and of the Japanese Education Commission in 1932, and has many first-hand contacts with the history-making countries of the world today.

After this assembly a business meeting will be held, followed by the election of officers for the ensuing year. President Lessenberry has scheduled a new feature of exceptional pedagogic value for Saturday afternoon from 1:30 to 2:30. This feature will consist of a series of teaching demonstrations of the major commercial subjects. The convention will end with a banquet and dance Saturday evening.

The campaign for members is well under way. Bruce F. Gates, of Waterloo, Iowa, secretary of the Federation, is in charge of the campaign, assisted by twenty-one district supervisors.

The Federation is a progressive, constructive organization actively engaged in raising the standards of business training throughout the country. For an annual membership fee of \$2, a member receives a three-fold service, each part well worth the entire fee: a convention program of superior merit, a year-book filled with instructive teaching suggestions, and three issues of the official journal of the association, *Federation Notes*, filled with articles on modern methods.

# SHORTHAND MEDAL TEST

**Announcing the seventh annual medal test for shorthand teachers—a Gregg Writer event of first importance in every shorthand teacher's calendar**

## • FLORENCE ELAINE ULRICH

Editor, Art and Credentials Department  
The Gregg Writer, New York

**W**HEN the time arrives to announce another Annual Medal Test for shorthand teachers I find myself reflecting upon the work that is being done in the field of shorthand penmanship training and the work that remains to be done.

There are many more teachers today who write a good shorthand style than there were ten or fifteen years ago; but there are not as many who have *perfected that skill* until they are writing beautiful notes, such as the notes of Winnifred Kenna which appear monthly in the *Gregg Writer*. Yet the earlier teachers of our system seemed to take pride in emulating an expert style. I have had the pleasure of seeing work done by some of the earlier "masters"—teachers who wrote a truly beautiful style—and wish that there might be a revival of that love of artistic writing which directed the efforts and concentrated the attention of the older writers of the system to the ultimate perfection of shorthand notes. Higher speeds and accuracy could be developed in a shorter time. Many of the older teachers of the system wrote beautiful shorthand at 150 words a minute as easily and fluently as some of our teachers write 100 or less. The attention of shorthand teachers today seems to have been drawn more toward the theories of teaching and testing than to the necessity for developing, themselves, skill in shorthand and typewriting to demonstrate to their pupils.

On the other hand, whereas in the old days teachers were probably divided quite clearly into two classes—those who could write shorthand expertly, and those who could not write

shorthand—we have today a vast number of teachers with a higher level of personal proficiency in writing. They are not "masters" of shorthand penmanship as some of their predecessors were, perhaps, but they can write shorthand.

## A Noteworthy Demonstration

Not long ago a group of teachers, eager to increase their shorthand writing speed, gathered together in the presence of Dr. Gregg to practice dictation at 150 words a minute or thereabouts. As he watched, something of the old desire to wield the pen (he was the winner of speed medals in other systems before inventing his own, you know) tingled his finger tips, and picking up a pencil he, too, commenced taking the dictation! That demonstration put to flight the myth that one who knows *how* to write shorthand in the first place must be constantly practicing to retain shorthand speed.

Mr. Fry, our Business Manager, who probably has not written shorthand from dictation for much longer than he will tell (though you wouldn't suspect it) said recently: "There is no reason why any teacher who *knows* shorthand can't write 150 words a minute just as easily as he can write 80 or 100." Picking up his pencil he proceeded to demonstrate that his theory was sound—he had not lost any of the skill with which he demonstrated to his own students, and yet he has not been in a classroom to teach for nearly thirty years! A man whom many of our readers know as a shorthand teacher, Raymond Kelly, performed

at a business show in Chicago a feat of skill that I shall never forget. He asked the writer to announce to the people who had gathered around the shorthand exhibit that he would take dictation in any language from any one in the audience who wanted to dictate to him! Picking up a piece of chalk, he took his position before the blackboard. The dictators included a Japanese who read in his own language, and whose dictation Mr. Kelly took down and afterward read back, although he did not know the language! He, too, was a shorthand teacher who could convincingly demonstrate what he taught—that shorthand is written by sound only!

There is a tendency toward requiring teachers to have the skill themselves that they expect to develop in the students. Their personal experiences in attaining that skill will, in a large measure, help them to understand the students' individual problems and improve methods for the solution of them. It will enable them to make use of that efficient device through which any skill is taught: the eye.

Every year new teachers qualify for presentation of the Gold Medal which rates them above the average in shorthand writing style. Every shorthand teacher should aspire to have his name on that list!

Properly, the penmanship training afforded by this Test can be made to increase writing speed. The teacher who practices the Medal Test as it should be practiced will increase his shorthand writing speed in proportion to

the executional skill he achieves. A halting, slow writing style, with dots and thick lines, wobbly strokes and clumsy characters, will not qualify for the Medal. Just as a teacher's record of students trained to qualify for the *Gregg Writer* credentials is a factor that is taken into consideration for some school appointments today, so recognition will be given to teachers who hold the Medal. It is well to be in line for that recognition. It isn't difficult to learn to write shorthand as it should be written—certainly not difficult to qualify for the Medal if the teacher has made up his mind to have it and to do the necessary practice to attain the skill for it. This preparation does not require much time. A few minutes before classes assemble, or at odd moments during the day, on individual outlines or combinations that give trouble, will quickly eliminate the "rough spots" in writing and help to develop a smooth style.

Arnold Bennett says:

The history of success in any art is a history of recommencements, of the dispersal and reforming of doubts, of an ever-increasing conception of the extent of the territory unconquered, and an ever-decreasing conception of the extent of the territory conquered.

The second great danger which threatens ultimate success is nothing but a mere drying up of enthusiasm for it.

There must be no "drying up of enthusiasm" for shorthand writing. I think that this personal pleasure in writing shorthand was responsible for the marked success of the early shorthand writers.



A specimen of blackboard notes meriting a gold medal award. The writer is J. P. Griest, William Pitt High School, York, Pennsylvania.

# Official Awards for This Year's SHORTHAND MEDAL TEST

## Gold Medal Award

The Gold Medal in lavalliere style (as shown here), or with a watch charm attachment, is awarded on every specimen of notes that attains the standard of writing style for this award. To qualify, a specimen must reflect a smooth, firm and light writing line



O. G. A. Medal  
Lavalliere Style

with a reasonable degree of continuity in moving from one outline to the next. Writing that is not written smoothly will have wobbly strokes, dulled and angular joinings, and improper formation of characters. If the specimen is not written with a fluent, continuous writing motion the results frequently show blobs or wide thick strokes at the end of outlines. The pen should be gradually lifted from

the paper as the character is being completed, and moved directly to the spot where the writing of the next word is to begin. Notes practically perfect in formation are required; and under no circumstances can a medal be awarded on a specimen that reflects basic or elementary faults of writing, such as failure to keep *l* and *r* up at the end, to join *we are* and *we will* correctly, etc. Next month we shall discuss basic faults in specimens submitted in previous tests.

Any basic fault of writing can be corrected. Merely knowing *how* to make an outline often enables one to write it correctly. Study of individual characters is suggested.

## Silver Medal Award

The Silver Medal with similar attachments is awarded on specimens that show a good degree of executorial skill but have not the

same high percentage of accurate outlines as the Gold Medal specimens. The specimen, however, must be fluently written, and free of any basic faults of writing.

## Proficiency Certificate Award

The Proficiency Certificate is awarded to every shorthand teacher whose specimen reflects understanding of how the shorthand should be written and a reasonable degree of fluency in writing it. The certificates are issued with both Gold Seals and Red Seals, depending on merit. O. G. A. Membership Certificates will be issued to all teachers who do not already hold this certificate and whose notes qualify. All other specimens will be returned with criticisms and suggestions.



The Certificate of Proficiency

We realize that some of our teachers have been collecting Proficiency Certificates year after year until they have almost enough of them to paper a wall of the classroom. These certificates are expensive to issue, but we do not mind that. We do feel, however, that no particular good results from making such a collection—that more good will be done if teachers who submit notes which do not qualify for the Medal receive their corrected specimens for further study and practice until the standard of style required is attained. Will teachers, therefore, please give the necessary information on their specimens in accordance with the basis for awards given below?

### Changes in Certificate Awards

1. Teachers who previously received the O. G. A. Membership Certificate should so state on their papers, and write "Applying for the Proficiency Certificate or Medals" on the top of the test.

2. Teachers to whom the Proficiency Certificate has previously been issued should so state on their papers, and write on the top of their specimens "Entered for Medals only."

3. Teachers who have previously qualified for the Silver Medal should so state on their specimens, and enter their specimens "For Gold Medal only."

The tests received will be divided into the respective classes and considered accordingly. If a specimen received for "Proficiency Certificate or Medal award," from a teacher who has not previously entered his writing for one of the awards, qualifies for one of the medals, both certificate and medal will be awarded. In this event the certificate will be issued "With Honor."

In addition, the following suggestions for the preparation of the test will be helpful, whether the specimen submitted is a photograph of a blackboard copy or written with pen. (Pencil notes are not acceptable.) Since most teachers do better work on the blackboard, owing to the fact that most of their classroom writing is done on the board, we urge that teachers send a photograph of their blackboard specimens if possible, together with a pen-written specimen.

### Suggestions for Preparing the Test

1. The blackboard should be properly located with regard to lighting effects in order to secure a good photograph. Wash the board so that it is clean and black on which to write the final copy. Keep the point of the chalk sharpened, so that the writing line is of the same thickness throughout the copy. The photograph should be large enough to permit of proper analysis of your writing, and suitable for reproduction purposes should it be required.

2. If pen is used it may be either fountain pen or dip pen. Any good quality of ink, preferably black, will do. Do not use drawing ink. The paper should be of good grade. It should be the standard penmanship size sheet  $8\frac{1}{2} \times 11$ . Write the notes in a column three inches wide; there is no restriction regarding length. Most writers do better work on paper having writing lines and we suggest, therefore, that ruled paper be used.

3. Write on the top of the sheet (preferably on the typewriter) your name, address, including city and state, and the school at which you are teaching; head it "Teachers' Medal Test," and state whether or not you have an O. G. A. Membership Certificate or any other award won in a previous Medal Test. Practice the copy as often as desired, or until the best specimen you are able to write is produced, before submitting your test. The closing date is January 31, 1936.

The committee of judges to pass upon the specimens consists of John Robert Gregg, Rupert P. SoRelle, Hubert A. Hagar, Guy S. Fry, Charles Lee Swem, and Florence Elaine Ulrich.

#### 1935 OFFICIAL MEDAL TEST COPY

Have you ever wanted something with a burning intensity that occupied your waking thoughts and dominated your dreams and failed to get it? And being unsuccessful have you given it up only to find that it came to you? I think all of us have had this experience. Did the thing we want come to us because of the effort we put forth or because of some queer, perverse streak in fate that withholds the things we fight for but relents when we become indifferent?

Unconcern over the reward of effort means no anxiety or excess of useless emotion. Your forces are not scattered between longing and doing; they can be concentrated on accomplishing the objective. The things that belong to you and you work for shall come, if you do not be too much concerned over getting them. This is the psychological significance of the art of indifference.—Selected.



# Criticism, Suggestion and Advice

• Edited by CHARLES E. BELLATTY

Head, Department of Advertising  
College of Business Administration  
Boston University, Boston

## "THE NEWEST ERA IN WALL STREET"

(Saturday Evening Post for September 28)

• Reviewed by DEAN EVERETT W. LORD

WORDS frequently change in their significance as conditions about them change. Thus it happens that a name, once quite truly descriptive of the object to which it is applied, may later seem to be misleading or even false. When stocks and bonds were designated "securities," they were no doubt thought to indicate a degree of security which other evidences of wealth did not possess. But with the development of the stock exchange, with the discovery that fortunes could be made through devious stock manipulation, and with the acceptance of the peculiar ethical standards of the trust promoter, these papers wholly lost their rating for security; the name remained, but it was no longer indicative of secure wealth.

The stock exchange has an important function in our economic organization, for without a market where stocks may be readily bought and sold, it would be impossible to finance our great business ventures. Some may feel that that would not be altogether undesirable, but in truth it would be little short of a calamity.

Yet there have been such evils in connec-

tion with stock market dealings that the center of the business, the New York Stock Exchange, has been made the target of general criticism, threatened with restriction and restraint, and finally subjected to a federal law intended to eliminate abuses and protect investors.

This is the Securities Exchange Act of 1933, and although as Mr. Lefèvre points out, it was "prepared too hastily and in the wrong mood," this law has brought about a New Era in Wall Street.

Buyers of securities may be investors, seeking permanent income from their investments, and therefore vitally interested in the soundness of the business whose stock they purchase; or they may be speculators, seeking profits from changing prices, quite regardless of the standing of the business concerned; or they may be gamblers paying small amounts for stocks "on margin"—virtually betting on the rise or fall of the price—and taking the chance of losing all their capital if they bet the wrong way.

The Securities Act will help the investor, since it requires the publication of detailed

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As announced in the September issue (page 47), the B.E.W. is reprinting each month selected portions of *Criticism, Suggestion and Advice*, an eight-page semi-monthly bulletin prepared and published by the faculty of Boston University's College of Business Administration for the self-improvement of students of business. The subject matter of this bulletin is based on a current issue of the *Saturday Evening Post*. The bulletin is now in its sixth year and it has a circula-

tion of nearly 9,000 copies. The editor is Charles E. Bellatty, head of the department of advertising of Boston University. All communications regarding this new department of the B.E.W. should be addressed to him at 525 Boylston Street, Boston, Mass.

The B.E.W. is delighted to have the privilege of bringing to its readers contributions from Dean Lord and his faculty in this brief edition of *Criticism, Suggestion and Advice*.

information about the company issuing the stock for sale, and prohibits stock manipulation by insiders—directors and officers of the corporation. These officials cannot now speculate in the stock of their own company for their own profit to the disadvantage and loss of their stockholders.

This seems to protect the investor, but the amount and detail of information which has been called for before a new issue of stock can be offered for sale is so great that it has almost smothered new growth and is felt by many to be seriously retarding the revival of business.

The Securities Act may make speculation a little more difficult but it does not eliminate it, and it should not, for speculation is by no means all an evil: speculation makes a market possible. But it does no harm to regulate and sometimes to restrain even that desirable activity.

### Questions

1. "Most people find it easier to trade in stocks than in commodities." Why?
2. "Fashions change in business morals as in raiment." Does this indicate that morality is a changing concept? On what then is morality based?
3. What is a "seat" in the Stock Exchange? What fixes the price of a seat?
4. What are "customer's men"?
5. Explain buying "on margin."
6. What is a "short sale"?
7. "The Exchange did a great deal to promote the fiscal health of the young Government." Can you find any historical warrant for this statement of Mr. Gay, president of the New York Stock Exchange?
8. Who is chairman of the Federal Securities Exchange Commission?

### Still the Virtues

"F. P. A." of the New York *Herald-Tribune* quotes the following "Truetalk" from President Hutchins's address to the Class of 1935, University of Chicago:

Do not let "practical" men tell you that you should surrender your ideals because they are impractical. Do not be reconciled to dishonesty, indecency, and brutality because gentlemanly ways have been discovered of being dishonest, indecent, and brutal. As time passes resist the corruption that must come with it. Courage, temperance, liberality, honor, justice, wisdom, reason, and understanding, these are still the virtues.

## CORRECTED ENGLISH

### • JOHN WALTER SULLIVAN

"Write," said Quintilian, "not so much that you may be understood, but so that you cannot be misunderstood." Readers are cordially invited to ask questions. Professor Sullivan will answer them to the best of his ability in finding authority sufficiently accepted. Address Editor, Criticism, Suggestion and Advice, 525 Boylston Street, Boston, Massachusetts.

### "Please" is Preferable to "Kind'y"

"Kindly send the bulletin to the above address. Thank you for this favor."

CORRECTED: I shall appreciate your sending the bulletin to the address given above.

REASON: Do not *thank in advance* of the receipt of the favor.

### Gerund and Pronoun

"It's being him was not thought of."

CORRECTED: It being *he* was not thought of.

or

We did not think of its being *him*.

REASON: A predicate pronoun used after the gerund *being* is in the same case as the gerund.

### Split Infinitive

"Many readers as soon as they have finished are inclined to *immediately shout* that . . ."

CORRECTED: Many readers, as soon as they have finished, are inclined to shout immediately that . . .

REASON: An adverb should not be placed between *to* and the infinitive. The rule against what is called the split infinitive is supported by the best usage, although *violated in rare cases* by good writers. Violation of the rule does not constitute good writing.

### See the Pictures

"On the contrary, a person in this position is in a very good position to *curb the growth* of crime, and to *nip the scourge* before it *blossoms forth* in its bright red blooms."

CORRECTED: On the contrary a person in this position can do much to prevent the growth of crime.

REASON: Properly employed, metaphor is a good thing, but when the implied comparisons present pictures that are vague, complex, or contradictory, the metaphor should be avoided.

### "Two . . . Couple"

"Here are a *couple* of my own comments."

CORRECTED: Here are two of my own comments.

REASON: *Couple* is properly used of two persons or things of the same kind *taken together*. When the persons or things are *merely plural* use "two."

## STUDYING THE ADVERTISEMENTS.

(Saturday Evening Post for September 28)

### • With CHARLES and RUTH BELLATTY

OUTSIDE back cover: A prize-contest page that doesn't look like a crazy quilt! This orderly layout attracts attention through the striking contrast of red and black on yellow. See how black shading has been added to the red of the top display. This shading makes easy reading because it tones down the vibration that the red on the yellow otherwise would create. The blue of the package cools off the top display agreeably. The page is easy to read, and you ought to read it and go after one of those prizes. Now we might add that we could have praised this Sno Sheen advertisement whole-heartedly if the package in the lower left hand corner had been larger, if the base line had extended fully across the page, and if the first line of the boldface display under the measuring cup had been so indented as to take advantage of the pointing effect of the handle.

PAGE 85. Dutch Boy White-Lead: A balanced page characterized by contrast of colors and contrast of ideas. Yellow-orange dominates and warms the illustrations on one side. There's yellow in the green and yellow in the red. Even the shadows on this half of the page suggest sunlight and warmth. On the other side the predominant color is the still, cold blue-violet—the complement of yellow-orange. There's a chilly blue in the bricks of the chimneys and even in the yellow radiance through the lower windows. The rays of the sun and the shading around the frost god tie the small portraits to the larger pictures below them. Placing the elliptical background upon the large illustrations also helps unify the design. Text is worth reading. Excellent reason-why style. Free booklet handled correctly. Advertisement carries "Department 155" as a key.

PAGE 81. What thoughts come into your mind as you study the advertisements on this page? For bright comments on these advertisements received from five students before November 20, we shall send five \$1 prizes. Please mail your criticism on a postcard. Address Editor, *Criticism, Suggestion and Advice*, 525 Boylston Street, Boston, Massachusetts.

PAGE 80. Interesting point here. Though there's a long distance from "Look" to "It sings!" the curved handle and the body of the kettle carry our eyes quickly through the catch line. The little advertisement is balanced, readable, and concise.

PAGE 76. This dignified advertisement of the Florsheim Shoe might be even better if a large initial "T" connected the beautiful engraving of the shoes with the legible panel of type and if the display lines at the bottom had been stepped up in size so as to avoid spottiness.

PAGE 74. It's hard to pass by the Reo advertisement. Contrast of white on black attracts attention. Catch lines carry our eyes down toward the illustration, which, in turn, leads to the text. The argu-

ments convince us and the heavy display at the base helps balance the advertisement. The columns of white space between the panels of type lead to "Speed-wagons." Reversing the direction of the truck at the bottom would have been an improvement worth more than its cost.

PAGE 68. No matter what their size the advertisements of "61" floor varnish usually stand out. Study this one as regards contrast, motion, unity, legibility, balance, and salesmanship.

PAGE 66. The Aqua Velva advertisement uses white on black effectively through making type lines comparatively few and hand-lettering and type faces broad enough to appear on a reverse plate without smudging.

PAGE 47. This National Life Insurance Company advertisement maintains the high standard of the series to which it belongs. The slogan holds the picture into the page. The figures in the illustration, the white space and the shadow on the floor lead to the headline—an inverted pyramid which carries us to the text. Sub-heads break the text pleasantly; the story of how a Bostonian escaped from Vermont is interesting; soon we are absorbing a sales talk. The name of the company stands out proudly and the liberally-spaced coupon invites answers.

PAGE 46. The Ticonderoga pencil quarter-page is worthy of study for several reasons. It shows the product full size and in use. It reproduces almost identically the result of that use. It suggests high quality, speed, economy, scientific construction, reliability. See how the background has been lightened so that it will not attract attention away from the pencil. Catch the suggestion of the rounded line of type in the upper left-hand corner. Count the elements of design that lead eyes to the pencil. See if you can find nine of them.

### For Discussion in Class

Questions based upon Mr. Otto Kleppner's "Advertising Procedure," Chapter I.

1. In what stage or stages of Mr. Kleppner's advertising spiral are the advertisements of the following products in the *Saturday Evening Post* for September 28?

|                      |          |
|----------------------|----------|
| Heinz Soups          | 2d Cover |
| Plymouth Cars        | Page 3   |
| Whitman's Chocolates | Page 4   |
| Campbell's Soups     | Page 25  |
| Dodge Trucks         | Page 27  |
| Delco-Remy Units     | Page 29  |
| Texaco Fire-Chief    | Page 34  |
| Spuds                | Page 36  |
| Super-Shell          | Page 39  |

## TWO-DOLLAR WORDS

• JOHN MAUREL

"**B**E not careless in deeds, nor confused in words, nor rambling in thought."—*Marcus Aurelius*. The following quotations are from the September 28 issue of the *Saturday Evening Post*. For the best list of usual words used unusually well in the article or the story which holds the leading position in the *Saturday Evening Post* for November 9, "C. S. & A." will award \$2.00. Students should mail their letters so as to reach the Editor of *Criticism, Suggestion and Advice*, 525 Boylston Street, Boston, not later than November 20.

### Usual Words Used Unusually Well

"You're a dear," said the *long* lady.—"Triumph," Thomas Beer.

"But his mind became a *funnel* through which sand *thundered*."—"Triumph."

"Ashbel watched the car *drifting* away."—"Triumph."

"The clocks of Amemus, Massachusetts, *spoke* aloud through fresh rain."—"Triumph."

"The *meadow* of hats and heads *chuckled*."—"Triumph."

"Buzzings and chuckles sank to a *nervous* quiet."—"Triumph."

"A *monkeylike malice* crept into the wizened face."—"Furious Young Man," I. A. R. Wylie.

"It was late afternoon as he *stormed* up the steps of the tenement."—"Furious Young Man."

"He smiled *crookedly* to himself."—"Furious Young Man."

"The *monstrous tapestry* of staring, empty faces had vanished."—"Furious Young Man."

### Consult a Dictionary

The brief list below contains a surprisingly large number of words that few persons pronounce correctly. Look these words over. If you feel at all doubtful about the correct pronunciation consult a dictionary.

|              |              |
|--------------|--------------|
| address      | harass       |
| applicable   | hospitable   |
| affluence    | incomparable |
| ally         | impotent     |
| alternately  | municipal    |
| chastisement | obligatory   |
| combatant    | ordeal       |
| condolence   | preamble     |
| contrary     | precedence   |
| despicable   | primarily    |
| dirigible    | revocable    |
| equitable    | temporarily  |
| exquisite    | voluntarily  |

## For Students of Advertising

Get rid of "by" in the following examples of careless writing:

1. After seeing the catalog we are sure you will be satisfied by favoring us with your order.
2. The requirements are a high school education or by passing an entrance examination.
3. By helping you we know you will tell others.
4. By frequent sousing and special attention to the spots, the whole garment comes out like new.
5. Lux is made of the purest material known by a special formula.
6. Keep posted on the flower market by seeing our displays.
7. This service is extended to you without cost by the courtesy of the proprietor.
8. Enjoy that fishing trip by wearing Herman's Army Shoes.
9. By telephoning us we will call promptly at your home.
10. This idea we believe will save you time and bother by not having to sew on three or four buttons every time the suit is washed.

## EDITORIAL PUZZLES

Students of Advertising as well as students of Journalism may obtain helpful practice in making ready for print the following paragraphs. These were "Editorial Puzzles" in the *Christian Science Monitor*, the Editor of which cordially permits us to use them.

1. Of the two plans the second only was a curative process and not a preventative; but everyone who had occasion to look into it feel that it is the best proposal, and that it should supercede the present system.
2. The crow is one of the most abused of our feathered friends. Though being often accused of ruining crops, the farmer frequently finds that they are to a certain extent quite helpful in ridding fields of rodents.
3. The speaker said that it was the duty of every citizen to make a careful study of the issues before they vote, "It is a shame" he said "that people do not know who and what they are voting for."
4. Public opinion was soon crystalised on the desirability of the trip to the Arctic and the result was that the newspapers began giving more space to this than any proposal before the people.
5. Haveing placed too much baggage in the canoe, it upset. Dripping wet, the trip around one of the inland lakes of the Philipines was abandoned by the students.
6. The officer said that the missing man had been harrassed by foes of the eighteenth amendment, inferring that he might of been kidnaped. "His whereabouts" he declared are even unknown to those whom many believed were eye witnesses."

# TEACHING TRANSCRIBING SKILL

**The concluding installment of an article in which the procedure in teaching this subject efficiently is clearly set forth**

## • WALLACE W. RENSHAW

Manager, New York Office  
The Gregg Publishing Company

IN the September issue of the BUSINESS EDUCATION WORLD, Mr. Barnhart made an important point. He expressed the conviction that one of the major problems in improving transcription is to develop the ability of the pupils to get and to express the meaning of the dictation. A monotonous, evenly spaced dictating, with pauses in the middle of thought units, makes this impossible. The teacher herself must be conscious of the meaning of the dictation. Dictating naturally, giving oral evidence of the appropriate punctuation, helps to convey the meaning to the student. This naturalness can be secured through pauses, inflections, and slight changes in the rate of dictation. Above all, breaks in the dictation should have some relation to the groupings of words that constitute a thought unit.

### The Punctuation of Shorthand Notes During the Take

When you have made sure that, in dictating, you have, through pauses, inflections, and variations in tone and speed, given oral evidence of the desired punctuation, train your students to indicate this punctuation in their notes. If the dictation is well within their capacity, they will be able to do this. Out on the job when the employer pauses to frame a thought, the stenographer will have many opportunities for going back over her notes to improve them and to add needed punctuation while the subject matter and intonations are fresh in mind. She will not do

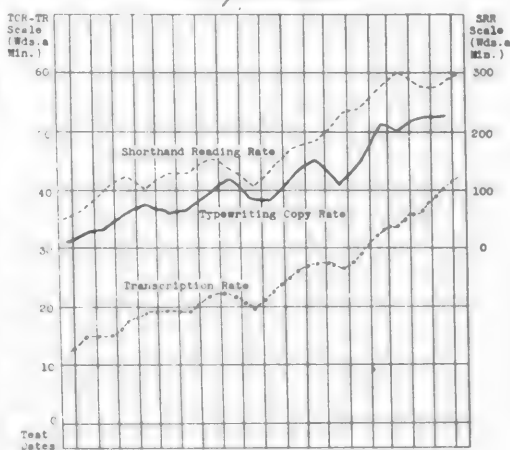
this, however, unless you have thoroughly trained her throughout the transcription course to do so.

### Rates of Speed in Typewriting, Reading Shorthand, and Transcribing

Much has been written on the relation of the three factors of rate of typewriting, rate of reading shorthand, and rate of transcribing. Personally, I do not feel that enough reliable data are available for drawing conclusions or setting up standards. Our first step here is the gathering of data and the interpreting of those data. For our convenience in doing this, it might be helpful

TRANSCRIPTION GRAPH

of *May Phelan*



to reduce the information to chart form somewhat like that here shown, so that we may obtain a clear picture of the whole situation.



The time will come when we shall be able to say with some assurance what the relation should be between transcribing speed and speeds in reading shorthand and in typewriting. It will then be clear that we may not fairly expect a certain degree of proficiency in transcribing unless definite relative speeds have already been attained in reading shorthand and in typewriting.

### Intentional Errors in Dictating

In the routine of classroom dictation, the student is given only matter that has been carefully edited. That is an ideal situation and, because it is ideal, it is not adequate preparation for the actual dictation of the business office. The business man, with hundreds of other things in mind, is guilty of all the errors in grammar and sentence construction that the imagination can conjure. If our graduates are to be properly prepared for this situation, it is well to duplicate this procedure in the classroom—at least to some extent. In some cases, especially at the beginning of this kind of training, mention that an error has been made which they are expected to detect and correct. In other cases, make no mention of it, but leave the matter to the alertness of the students. Give an extra credit to those who do correct the error. Stop in the middle of a letter and say, "Go back to where I said '.....' and change it to read this way." The student will get much of this in the business office, and he should be trained for it.

### Diagnosis of Transcribing Difficulties

The setting up of teaching procedures must be a group affair. Diagnosis, though, cannot be carried on to advantage on that scale; it must be individual, for student weaknesses are individual. Generalizations are ineffective. We must know what the individual difficulties of each student are. The accompanying diagnostic chart is submitted for your consideration.

Of course, I understand that the pressure of other duties will make it impossible for the teacher to do personally all the recording incident to individual charts for her students, but that is not necessary and it is not de-

sirable. The student has arrived at a point in his chronological age and in his education where he can begin to take on some responsibility, and I can see no reason why he

### ANALYSIS OF TRANSCRIBING ERRORS

Failure to grasp meaning

*Shorthand*

Words omitted

Words misread

*Typewriting*

Misstrikes

Omissions

Transpositions

Mechanical

Spacing

Arrangement

Neatness

*English*

Spelling

Syllabication

Capitalization

Syntax

*Punctuation*

Comma

Apostrophe

Quotation Marks

Period

Colon

Semicolon

Question Mark

Exclamation

cannot do the recording himself. In fact, that recording will help impress him with the need for the things to be done.

My suggestion is that when a letter has been transcribed, the papers be exchanged. The teacher then reads the letter, indicating essential punctuation, spelling out words that are likely to have given trouble, etc. The person doing the correcting should initial the copy so that he may receive an extra penalty for any errors he fails to detect. The student then takes his own transcript and records the mistakes on his diagnostic chart.

Of course, some other elements of diagnosis will not show up through the chart, but will be evident to the teacher as she makes the rounds of the classroom observing individual techniques.

Diagnosis in transcribing is almost an unexplored field. It calls for intelligence, care, and a great deal of work. I am reminded of a recent conversation with a student who had repeatedly failed in his 40-word typing test.

His teacher had told him that if he also failed the next test, she would take him to the principal. Now taking him to the principal might have been helpful if the youngster had been indifferent or inattentive. He was, however, doing his level best, and what he needed was not a threat of being taken to the principal, but rather thoughtful and careful diagnosis of his difficulty.

This particular case had to do with a boy's difficulty in typewriting, but the same thing is happening all the time with reference to transcribing. Of course, the element of the threat is not always present, but there is very often a tremendous amount of lost motion in misdirected drill and practice, where intelligent diagnosis would provide a short cut, to the benefit of teacher and students.

### Remedial Teaching

It is wasteful to take the time of a whole class for remedial teaching and drills inspired by mistakes made by only a few students. That is why I suggested the *individual* diagnostic chart. This chart makes it possible to instruct and drill each student on the things that are giving him trouble. One student will be reminded that he should punctuate as he writes his shorthand notes; another that his shorthand outlines are faulty with respect to proportion; another that he consistently has "holes" in his notes; another that he uses "there" for "their"; someone else that he forgets about commas and the restrictive clause—and so on all through the varied and weird things that can happen when one scrambles an involved nervous system, the vagaries of the English language, an imperfect command of the typewriter, and something less than perfection in shorthand, and from it all tries, under pressure, to produce a transcript.

The suggested diagnostic chart is offered in the hope that it will serve as a basis for remedial teaching. It is not an exhaustive and minute analysis of all the mistakes that can be made. Such a chart would be so difficult to administer that it would defeat its own purpose.

In a recent article on transcription there was a statement of *minimum* punctuation

rules furnished each student. *One* of the rules for the comma sets forth that a comma is used to indicate an independent construction which is directive, transitional, preliminary, interpolated, absolute, exclamatory, appositive, or direct address. Personally, I have my doubts whether under pressure of transcription the student is going to go through the process of analysis involved in the application of this one rule. Here in the office I have better success if I point out to a stenographer that punctuation is simply the printed evidence of the voice inflection of the dictator. Then I read the sentence aloud, running the words together verbally as she ran them together in typing. Then I reread it with a pause where the comma belongs, and the need for the comma becomes evident. Of course, a *simple* set of rules should be at hand, and a conscientious student or stenographer will in time recognize the need for familiarity with fundamental rules.

The chart to which I have referred, filled out for a series of transcripts, will indicate major weaknesses and point the way to needed instruction or practice. A succession of checks or numbers, for instance, following "Comma" will show clearly the need for reference to a few simple rules for the use of that mark of punctuation. The *number* of errors in spelling should be indicated on the chart; doubtless most teachers will wish to supplement this by requiring that the misspelled words be written, say, ten times each.

The chart might well be accompanied by a practice sheet like that shown here for shorthand outlines misread. Note, for example, the treatment of "say," misread for

| DATE | CORRECT WORD | CORRECT OUTLINE | MISREAD AS | FOR WHICH THE OUTLINE IS |
|------|--------------|-----------------|------------|--------------------------|
| 2/7  | say          | oooo            | see        | oooo                     |

"see." Of course, the practice sheet is subject to variations. If a student abandoned a difficult outline without attempting to complete it, or wrote it incorrectly, all four columns would not be needed, but he would use the first two.

# Monuments

**T**HE Merchandise Mart of Chicago, known as the Great Central Market of the Midwest, and covering one-eighth of a mile in length and half that in width, is virtually a complete city within itself. The total population of 17,000 is more than any one of 11 state capitals in the United States. The daily traffic in the 17 passenger elevators is 40,000 people. The elevators travel 400 miles a day—the distance from Chicago to Ashtabula, Ohio. Its 12 freight elevators can carry a single capacity load of 118,000 pounds, or the equivalent of 52 Ford coupés. There are 36 traffic officers—uniformed patrolmen and plain-clothes men—a larger force than will be found in many medium-sized cities.

The Mart was opened on May 1, 1930, at a cost of \$28,000,000, and is the biggest building in the world set on stilts; in fact, it is propped up over the Northwestern Railroad freight lines. The air-right agreement made with the railroads controlling vertical land

• **GOLDENA M. FISHER**  
Chicago, Illinois

ownership is one of the most unusual and interesting phases of their construction problems. The building has 458 caissons (twice those in any other structure) going 100 feet below street level.

This "Midwest Showcase" is of modern architecture—massive in style. It is almost rectangular in shape. There are 18 stories with an additional 6-story tower or penthouse, two stories of which are occupied by the National Broadcasting Company studios.

The floor space is 4,023,400 square feet, or 93 acres, containing  $6\frac{1}{2}$  miles of corridors, most of which are lined on one side, and many of them on both sides, with shop windows. There are 40 miles of plumbing, 380 miles of wiring, and  $32\frac{1}{2}$  miles of piping for steam heating: It takes an average of

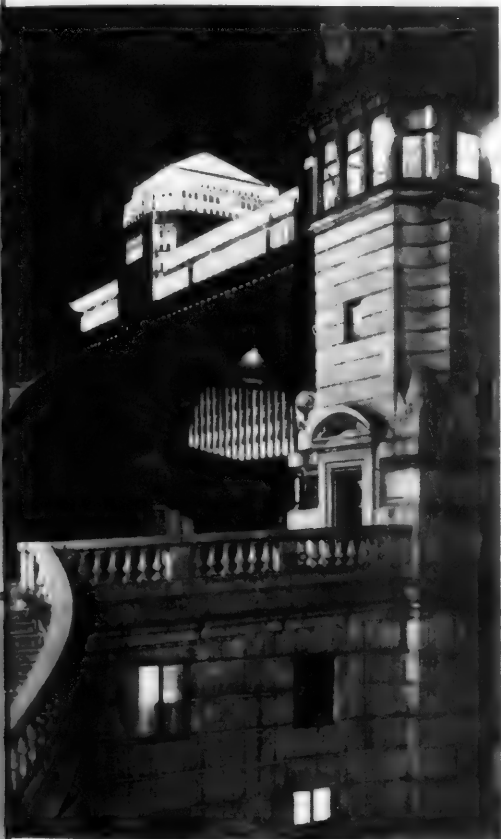
CHICAGO'S MERCHANDISE MART, A COMMERCIAL CITY WITHIN ITSELF

*Midwest News Bureau*



# to Business

**The country's greatest wholesale showense is the Merchandise Mart in Chicago, where buyers gather to purchase the nation's wares**



*Ewing Galloway*

THE MERCHANDISE MART AT NIGHT

4,000 windows, totaling 90,000 square feet—enough to encase a 20-story building on a 100 x 100 lot completely in glass. In zero weather the Mart has used as high as 204 tons of coal in a single day.

The Merchandise Mart's water system is a complete unit in itself, and although it uses city water, this supply is refiltered by Merchandise Mart filters before going to the tenants. This building uses approximately 165,000,000 gallons of water every month, summer and winter.

Air in the Mart is changed four times every hour, winter and summer, by a system of 130 fans with a total horse-power of 1,773.5, which move a total of 3,037,408 cubic feet of air per minute. The fans work ten hours a day and are running at top speed between three and five in the morning, when city air is supposed to be most fresh. The restaurants on the first floor and a few of the other floors, including the National Broadcasting Studios, are air-conditioned.

Facing the Chicago River, the main entrance on North Bank Drive opens to an impressive lobby where visitors will find restaurants, telegraph service, banking facilities, branch post office, drug store, railroad and theater ticket offices, candy shop, cigar counter, news-stands, and completely equipped barber shops and beauty salons.

Fifteen beautiful murals by Jules Guerin adorn the upper walls of the lobby, depicting typical marketing scenes in foreign countries and breathing the romance of the many lands from which goods in the Mart have been

250,000 kilowatt-hours a month to supply the needs of the Mart. (The average home runs on 200 kilowatts, approximately.) The flood lighting at night from the base of the building and around two upper floors takes 3,700 kilowatt-hours per month. There are

► **THIS IS THE THIRD** of a series of ten articles which will appear in the Business Education World this year, dealing with monuments to business enterprise: your own suggestions of subjects for this series will be appreciated

gathered. The first floor only is devoted to retail business.

This arcade building, if such you wish to call it, is a wholesale buying showcase, displaying 5,000 different lines of merchandise representing the output of 600 different manufacturers. This is a market for things ordinarily sold in stores, ranging from home furnishings, floor coverings, food stuffs, gadgets of all kinds, and electrical appliances to men's, women's, and children's wears. Neither the colorful bazaars of the Far East nor the famous market places of Europe can compare with the Merchandise Mart in the wealth and variety of merchandise shown. Here store buyers may find staple merchandise as well as the unusual—the newest styles, the latest innovations with which to tempt their customers.

College and university students are regularly conducted on tours through this building in order to study at first hand the problems connected with wholesale and retail buying and selling (merchandising, in other words), advertising, and, indirectly, economic facts.

At the close of 1933, 104,000 buyers had spent \$137,000,000 at the Merchandise Mart; yet by January, 1935, the number of registered buyers had increased 94.2 per cent. This massive building, started after depression began, and completed during the depression year of 1930, is reflecting a definite increase in business. The Mart makes a study of the sales reports of the manufacturers represented here, thereby giving one insight into the game of business and the desires of the merchants as indicated by the buying wishes of the public throughout the country. Current reports reflect a definite emergence from the depression.

### **Draughon's New Home**

**F**EW things are more inspiring than a new home. Down in San Antonio where the Spanish architecture lends so much atmosphere to that hustling Texas city, the Draughon Business College chose modernistic decorations for its new home at 409-411 Martin Street.

G. W. Parish, president, who has been with the school twenty-seven years, tells us that the



spacious windows reveal to those passing along the sidewalk an imposing battery of new typewriters and countless flying fingers. From the lower floor, which contains other classrooms and the administrative offices, a wide ramp leads to the bookkeeping quarters and auditorium above.

This modern building of over thirty thousand square feet in area is occupied in its entirety by the school. For years one of the leading business colleges of the country, Draughon's of San Antonio is to be congratulated on its confidence in the future, expressed by the purchase of this new and commodious home.

### **Keeps Graduate Records**

**H**OMER C. LESSMANN, Principal of Lessmann's Practical Business School, of San Francisco, believes in placing before his student body and prospective clientele the exact facts regarding the training and placement of his students. He accomplishes this by the use of a large chart on which is shown the name, address, and age of the students placed during the preceding year, the school from which they were graduated, the length of their training time in months, the date placed, kind of position, name of firm, and line of business.

Along with other pertinent facts shown on this chart are these—the average training time for 1934 was 7.661 months; the average training cost was \$143.45; the average age was 21 years. These figures apply only to the students who were placed in employment.

The slogan of the school is "Trains the Student Into Employment."



# HOW I TEACH GREGG SHORTHAND

**The first of these timed daily teaching plans appeared in the March issue**

• **LOUIS A. LESLIE, C.S.R.**

Editor, The Gregg News Letter  
New York, N. Y.

## Lesson Plan for Chapter VII

(The Lesson Plans given here are of value only when used as suggested in the March, 1935, issue of the BUSINESS EDUCATION WORLD. As explained there, italic type is used to indicate that the matter so printed is a verbatim report of the writer's own classroom instruction. These verbatim reports are included as an indication of the very small amount of explanation required with this method of teaching.)

### UNIT 19

#### 123. Manual Paragraph 153. 12 Minutes

*The syllables ten, den are expressed by*



(a) Sudden, deny, dinner, evidence, hidden, condense.

(b) Tender, tendency, written, threaten, bulletin, straighten, captain, fountain, maintain, contain, obtain, retain, detain, attain, continue, continued, continues, continuous.

#### 124. Manual Paragraph 153 (continued). 5½ Minutes

*The syllables tem, dem are expressed by*



(a) Random, wisdom, freedom, kingdom, seldom, academy.

(b) Estimate, victim, temper, temple, temporary, attempt, item.

### 125. Manual Paragraph 157. 5½ Minutes

*The blending principle makes possible some interesting and valuable phrases:*



To me, to my, to meet, to mean, to know, to make, at once, it must be, it may be, at any, at any time, in due time, in due course, what to do, to draw.

### 126. Manual Paragraphs 158 and 159. 3 Minutes

*When do-not is preceded by a pronoun, it is expressed by the sign den:*



I do not, I do not see, I do not know, I do not believe, we do not, we do not believe, they do not, they do not know, you do not, you do not know.

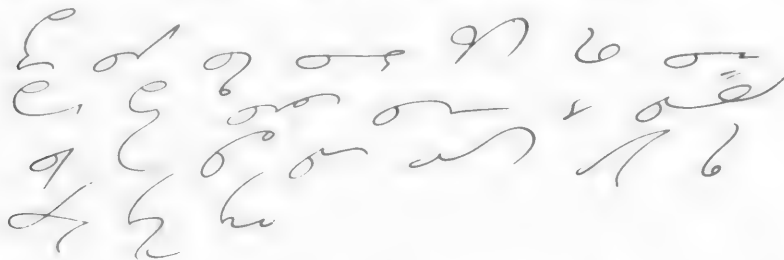
*When necessary, don't may be distinguished from do not by writing don for don't, thus:*



I don't, we don't, they don't.

### 127. Unit 36, A Short Vocabulary. 15 Minutes

Present Manual Page 155 in the same way that you have presented the brief forms. All the words in Unit 36 are to be learned as brief forms. One column of these words will be presented in each of Units 20 to 27, inclusive.



Abstract, accommodation, accompany, administration, affidavit, freight, American, application, approval, architect, argument, assist, Atlantic, attach, attorney, attract, authoritative, automobile, avoid, bankrupt, bookkeeper, bureau.

### 128. Home-Work Assignment

Read Manual Paragraphs 154, 157, 158, 159; write twice Manual Page 155; read and write at least once Fundamental Drills, Exercise 30. Impress students with the importance of using the keys to save time.

## UNIT 20

**129. Manual Paragraphs 161, 162. 3½ Minutes**



Earn, burn, burner, cheer, cheered, shared, germ, shirt, charter, barn, bird, period.

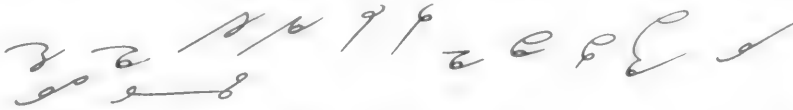
**130. Manual Paragraph 163. 4 Minutes**



Art, cart, guard, garden, smart, lard, alert, merit, guarantee.

**131. Manual Paragraph 164. 5½ Minutes**

*By turning the s or th around, you can show that r is there. Notice these words:*



Conceit, concert, deceit, desert, siege, serge, insert, assert, assertion, absurd,  
third, thirty, thermometer.

**132. Manual Paragraph 165. 11½ Minutes**

*In a good many words the r may be omitted altogether. These words fall into natural groups. There are, for instance, a number of words with the syllable ar:*



(a) Large, largely, larger, march, margin, argue.

(b) Turn, term, serve, reserve, deserve, preserve, servant, survey, verse, reverse, converse, learn, certain, firm, confirm.

(c) Corner, born, court, cord, board, boarder, indorse, source, sort, warm, warn, worry, worth, worthy, worst.

**133. Manual Paragraph 166. 3½ Minutes**

*The syllables tern, dern are expressed by ten.*



Western, eastern, attorney, eternal, fraternity, pattern, modern.

**134. Manual Paragraph 168. 2½ Minutes**

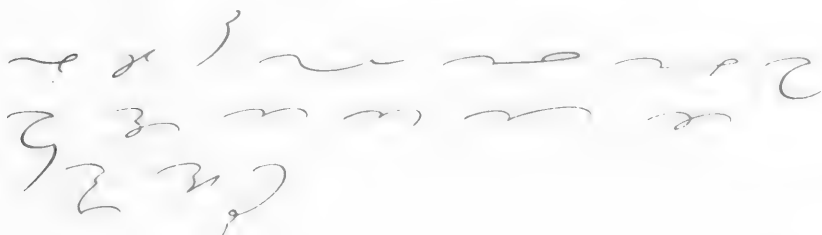
*The syllable ther is written without the r.*



Neither, gather, mother, brother, weather, bother, leather, hitherto.

**135. Unit 36, A Short Vocabulary (Continued). 10 Minutes**

Present column one, Manual Page 156. (See Paragraph 127 of Unit 19.)



Christmas, citizen, civil, clerk, commerce, commercial, compare, comparative, consequent-consequence, conclude, conclusion, congress, connect, conspicuous, constitution, conversation.

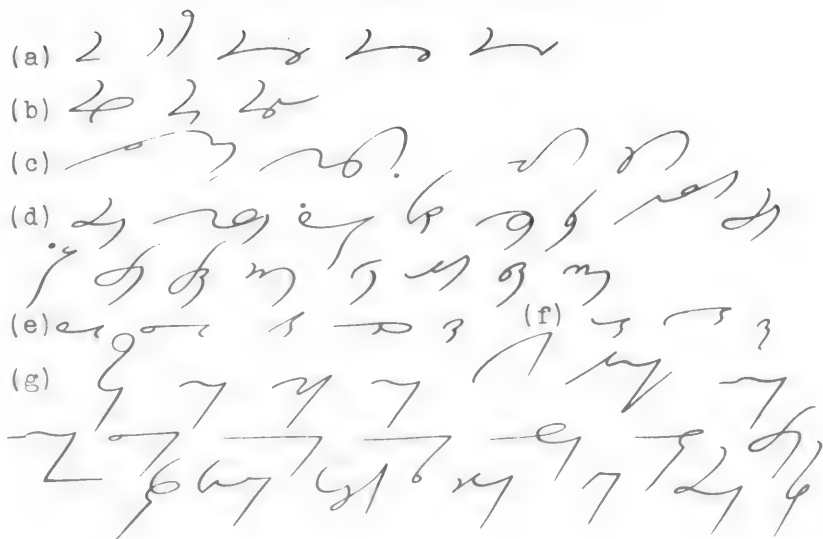
**136. Home-Work Assignment**

Read Manual Paragraphs 162, 163, 164, 166, 167, 168; write at least twice column one, Manual Page 156; read and write at least once Fundamental Drills, Exercises 31, 32. Impress students with the importance of using the keys to save time.

**UNIT 21**

**137. Manual Paragraph 170. 14 Minutes**

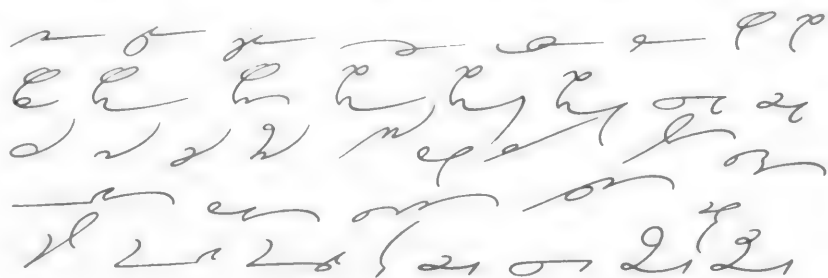
*The prefixes for, fore, fur are expressed by f; the suffixes ful and ify are expressed by f; self by s; selves by ses; and age by j:*



- (a) Foreign, forever, forget, forgive, forgot.  
 (b) Furnace, furnish, furniture.  
 (c) Dignified, gratifying, notify, certified.  
 (d) Fearful, grateful, helpful, beautiful, careful, cheerful, dreadful, faithful, hopeful, painful, powerful, successful, thankful, thoughtful, useful, wonderful.  
 (e) Herself, himself, itself, myself, yourself.  
 (f) Ourselves, themselves, yourselves.  
 (g) Average, carriage, cottage, courage, damage, discouraged, encourage, encouragement, image, manage, manager, marriage, message, package, passage, patronage, percentage, storage, tonnage, village, voyage.

### 138. Manual Paragraph 171. 18 Minutes

*In order to make good phrases we sometimes abbreviate a word form, even though the word must be written in full when it stands alone.*



To him, I told him, we told him, give him, write him, tell him, I hope, we hope, I hope to hear, I hope you will, I hope you can, we hope you will, we hope you will have, we hope you will be, I am sorry, we are sorry, I want, you want, we want, if you want, do you want, early reply, at an early date, days ago, weeks ago, months ago, years ago, week or two ago, day or two ago, as near as possible, few days, few months, few minutes, be sure, we are sure, I am sure, I feel sure, we feel sure.



**139. Unit 36, A Short Vocabulary (continued). 10 Minutes**

Present column two, Manual Page 156. (See Paragraph 127 of Unit 19.)



Corporation, coupon, crop, cultivate, curious, deceive, default, defendant, democrat, designate, disagreement, disappoint, discuss, distinct, distinguish, disturb.

**140. Home-Work Assignment**

Read Manual Paragraphs 170, 171; write at least twice column two, Manual Page 156; read and write at least once Fundamental Drills, Exercise 33; read and write at least once Graded Readings, Chapter VII; Speed Studies, Chapter VII, to be used as material for reading tests if desired; otherwise it may be assigned for reading practice. Impress students with the importance of using the keys to save time.

*(The shorthand characters in these Lesson Plans are written by Charles Zoubek, C.S.R.)*

**AMERICAN EDUCATION WEEK**

**T**HE general theme for the fifteenth annual observance of American Education Week this month is "The School and Democracy." Year by year American Education Week has grown in significance as a national celebration of public education. During this week millions of citizens visit their schools and, in countless other ways throughout the country, the attention of the people is focused upon the public school.

The following topics are suggested for the day-by-day observance but each community will be free to change and adapt them to its own particular needs:

Monday, November 11—The School and the Citizen

Tuesday, November 12—The School and the State

Wednesday, November 13—The School and the Nation

Thursday, November 14—The School and Social Change

Friday, November 15—The School and Country Life

Saturday, November 16—The School and Recreation

Sunday, November 17—Education and the Good Life

As has been the custom since its inception, American Education Week will be sponsored jointly by the National Education Association, the United States Office of Education, and the American Legion.

The B. E. W. for 1934-1935 (Volume 15), a 1,000-page book, may be obtained in a rich red vellum de luxe cloth binding, with title stamped in art gold on the cover. \$2 net, postpaid. Send your order to the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York.

# THE IDEA EXCHANGE

• Edited by HARRIET P. BANKER

To encourage the exchange of helpful ideas, a three-year subscription to the *BUSINESS EDUCATION WORLD* will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

THE Star Award Chart described in the following paragraphs has proved especially successful as a means of arousing a spirit of competition among the students in my dictation classes. The student not only competes with his own record, but with other members of the class, and the classes compete with each other.

A chart, ruled off in columns for recording the tests, is posted for each class. A wider space at the left is used for entering the names of the students as rapidly as they qualify. The heading shows the speed for which the class is working.

I use the *Gregg Writer* five-minute tests. A grade of 99 per cent on a transcript is indicated by a gold star; 98 per cent, by a blue star, and 97 per cent, by a red star. A grade of 96 per cent entitles the student to enter his name on the chart, but does not entitle him to a star. A check mark in the proper column shows on which test this grade was made.

The simplicity of the plan makes it an easy device for the busy teacher to use, yet it keeps the students keyed up to their best work.—*Eunice Bohannon, Jefferson High School, Roanoke, Virginia.*

## A Bouquet for the Winners

THE pupils in my Typing I and Shorthand I classes have enjoyed using the devices which are described in the following paragraphs:

The device for the typing students consists of a flower basket, drawn on the blackboard. As each pupil reaches a net speed of fifteen words a minute, a flower is placed in the basket. To identify the owner of the flower,



a ribbon bearing the pupil's initials is attached to the stem. When a pupil reaches a net speed of twenty-five words a minute, she brings to class a snapshot of herself, the head of which is cut out and mounted on the handle of the basket.

The assorted flowers and the ribbons in contrasting and harmonious colors make a most attractive display.

The airport device, which I used in the Shorthand I class, proved most successful in developing and encouraging a spirit of emulation among the pupils. It may be used to score ranks on Unit tests or on tests on Brief Forms.

Each pupil has a paper or a cardboard plane about two inches long, upon which her name is written. Along one end of the blackboard, beginning about half way from bottom to top, the numbers 70, 80, 90 and 100 are placed at equal intervals; in the lower left-hand corner, a small landing field is drawn, and in the lower right-hand corner, a hangar. Pupils whose tests score over 70 per cent, suspend their planes by a thread from a thumb tack inserted in the top moulding of the blackboard. The height of the plane depends on the percentage scored on the test.

If a student scores 100 per cent on two, three or more successive tests, the figures 200, 300, etc., are placed beside her plane. Should the student fall below 100 per cent, she must then begin at 100 to rise again. This stipu-

lation affords an opportunity for those in the upper quarter of the class to vie with each other. If a pupil scores below 70 per cent, her plane is forced to land; if the score is below 50 per cent, her plane must go back to the hangar.—*S. M. N., St. John High School, Concord, New Hampshire.*

### Improving the Bookkeeping Exercise

**A**MONG the problems which arise in the teaching of bookkeeping there are the following two: first, how to circumvent the possibility of slow pupils copying the exercise work from their fellow students; second, how to handle with the greatest economy of the instructor's time the detail work in connection with the correcting of completed exercises. Incidentally, from the student's point of view, the corrected exercises are of little value since the points covered by the corrections have long been passed when the corrected papers are returned.

I have placed the following system in operation in my department and have found that it solves both these problems to our satisfaction.

1. When the exercises are assigned, the students are given a key answer to judge the accuracy of their progress.

2. The exercises, for the most part, are worked out by the students in the presence of the instructor. In fact, the instructor walks about the classroom during the laboratory period, correcting the errors as they are made, thus giving the students the full value of such corrections.

3. When the exercises are completed, the instructor checks them only for neatness and completeness.—*Theodore Fruchling, Thornton Fractional Township High School, Calumet City, Illinois.*

### The Stars Tell the Story

**T**WICE each week my typewriting students type for five minutes on new material, their principal objective being perfect papers. As an incentive to accuracy, I have made a chart on which the students' names are listed. For each perfect paper, a gold star is awarded the student; for each paper with but one er-

ror, a silver star; for each one with two errors, a green star; and for each one with three errors, a blue star.

When a paper contains four or more errors, a "danger signal" is placed opposite the student's name. This danger signal is made by cutting off from a red star two of the points which are opposite each other. Cutting off these two points produces a sort of arrow-head.

On a companion chart, a horizontal bar graph is used to record the number of points earned by each student. Each gold star earns four points; each silver star, three points; each green star, two points, and each blue star, one point. No points are allowed for papers requiring the danger signal.—*Estrid Benson, High School, Crystal Falls, Michigan.*

[*Editor's Note.*—Miss Benson writes us that she has put into practice the airplane idea given in the May, 1934, issue. In place of the parachutes, however, when a student makes more than five errors he brings his plane to the ground in a "forced landing." Miss Benson also brings in an atmosphere of competition between classes by placing the airplanes of all first year students on one chart and giving each class a special color of its own. The effect is of several fleets of planes competing for a record flight.]

### A European Tour

**T**HE purpose of this motivation stunt is to enable the student to acquire both speed and accuracy on material that is different from the material he types every day. Each test is checked on the basis of both speed and accuracy.

On an imaginary trip aboard the Bremen from New York to Southampton, the warming-up tests can be taken. The material for these tests is to be location drills and the sentence, "It is the duty of a man to do me a turn and if he can he is to do so."

The material to be used for the stay in England is as follows:

The invention of the vertical file drawer marked the real beginning of scientific filing. There are four distinct types of vertical filing cabinets in use at the present time. These are the upright units, the horizontal units, the counter-height units, and the solid units. Each type serves a different purpose.

Our next stop is Barcelona, Spain, to witness a bullfight and catch glimpses of charming señoritas. The material used follows:

Muy señor mío y amigo: Se van a vender en Almoneda los muebles y efectos del difunto D. Martin de Timoneda el día 3 del presente. Cómo yo se que posee una biblioteca compuesta de muy buenas cosas y de las mejores ediciones, quisiera adquirir la mayor parte de ella y aun hoy, si fuera posible. Enrique Reyes.

Then France, and a stop in Gay Paree. The test material is as follows:

A quoi songez-vous donc en me considerant si fort? Je songe que vous embellissez tous les jours, malade. A propos, je sais que vous aimez les fleurs, et je pensais a vous aussi en cueillant ce petit bouquet: tenez. Monsieur, prenez-le.

The last stop on our journey is Heidelberg, Germany. The material used there is:

So wird er schliesslich zum Gott der Weisheit, aber Weisheit ist kein fester Besitz sondern ein fernes nie erreichbares Ziel. Leben ist ihm Ringen um geistige Herrschaft.

The time allowed for each speed test is two minutes. To find out which of the students acquired the most from the trip, the scores were averaged. The student with the highest average net speed is considered the one who acquired the most from the trip.—Zola Moser, *Indiana State Teachers College, Terre Haute, Indiana.*

### Accuracy in Typing and Checking

USE the following plan in training my students to be accurate in typing and in checking typewritten matter.

Five-, ten-, and fifteen-minute tests are given to beginning as well as to advanced classes. A chart for grading the papers is posted on the bulletin board showing the letter grades based solely on the total number of errors.

After the tests are completed, papers are exchanged and every pupil in the class checks and grades another pupil's paper. Each pupil signs his name to the paper he checks, after which it is returned to the owner for verification. It is definitely understood that all errors found on the papers when rechecked by me are charged against the owner and also against the one who checked the paper.

At the end of the six-weeks' period, at which time grades are recorded, the accuracy

grades are totaled and the average grade for accuracy in typing is determined. This accuracy grade is totaled in with the other grades to arrive at a final grade in typing. In this way, each pupil knows what his average score for accuracy is and at the same time he is trained to be observant.

The pupils respond enthusiastically to this method of checking. In rechecking, I find relatively few errors are overlooked.—*Jeanette Felsen, Idaho Springs High School, Idaho Springs, Colorado.*

### Chickens

AS an aid in teaching the combination of *f* and *r* or *f* and *l*, I tell the following story, though it is not original with me.

Farmer Jones and Farmer Smith were talking together, trying to decide why Farmer Jones could not get as much for his chickens as Farmer Smith did for his. Finally they decided that it was due to the fact that Farmer Jones did not fill his chickens with good food and did not keep their craws as full as he might. The result was a chicken that looks like this:



But, what of Farmer Smith's chickens? They were well fed and their craws were always full, making them look like this:



This is a story the pupils will not forget and it will go a long way in suggesting the correct combination of these strokes.—*Harold Gilbreth, Rome High School, Rome, Georgia.*

### Joins Radio Board

WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, and past president of the National Education Association, has accepted appointment as representative of the National Education Association on the National Committee on Education by Radio. Dr. Sutton fills the place made vacant by the resignation of Joy Elmer Morgan, who has been chairman of the committee since its formation.

# ARTISTIC TYPEWRITING

**Detailed instructions for producing  
artistic designs with the typewriter**

• Editor, **MARGARET M. McGINN**

Head, Typewriting Department, Bay Path  
Institute, Springfield, Massachusetts

**S**UCCESS in typewriting depends upon a number of things, the most important of which is the ability to concentrate.

It is not necessary to tell you how important it is to typewrite a little better than the average if you wish to hold a position better than the average.

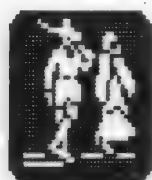
Maintain an even touch right from the start—emphasize the key release—drill daily on correct stroking. The touch has a great deal to do with the attractive appearance of the picture; you do not have to examine it closely to learn if the uniform “snatch” stroke has been used, for you can see the

heavy and lightly struck letters at one glance. This is true in all typewritten work, but especially in this artistic typewriting.

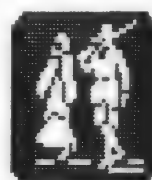
A page never looks well unless it is properly centered. Never guess at the margins. Spend time to figure out the placement—you should have a mental picture of how your letter or picture is going to look on the page before you begin to type.

To center this picture on the page, move the carriage so that the carriage frame pointer is at the center of the paper; backspace once for each two letters or spaces in the line to be

*(Continued on page 257)*



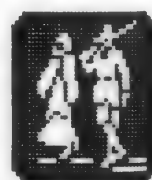
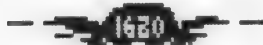
**THANKSGIVING**



**GREETINGS**



**.OUR.DAILY.BREAD.**





# OFFICE PRACTICE AT ROXBURY

**A new, practical series of courses of study  
in use by a pioneer in the teaching of office  
practice based on vocational skill training**

• **ELIZABETH A. NASH, M.B.A., Ed.M.**

Head, Commercial Department  
Roxbury Memorial High School for Girls  
Boston, Massachusetts

**T**HE imperative demands of the present-day machine domination have made an actual necessity of the labor-saving devices which were considered novelties or luxuries a decade ago. In the home, factory, department store, and office, the worker has at his command a variety of machines and appliances which minimize human effort and do the specific job with speed and efficiency.

Today, the modern equipment of the business office includes a wide range of commercial machines such as adding machines, listing machines, billing machines, bookkeeping machines, transcribing machines, and other more highly specialized machines adapted to do particular jobs.

Federal and local surveys of business conditions, reports from replacement bureaus, questionnaires answered by employment managers, and the increasing enrollment of students in private office practice courses—all these factors focus the attention on the need of definite machine instruction as a part of the high school curriculum. At a recent demonstration of office machines conducted by one company alone, I saw in operation twenty-six different models to illustrate the various types of machines in common use in business offices.

The commercial curricula must reflect this changing economic order and must provide new instruction materials in machine operation. It is high time for curricula makers and employment managers to sit down together and try to bridge the gap that now exists between theoretical school instruction and the practical actualities of real business. Even the most conservative educator cannot fail to realize that the narrowly restricted commercial curriculum of twenty years ago with its

inadequate content of formal bookkeeping and shorthand can no longer function. As the newer demands of progressive business have become more insistent, this curriculum has been rendered obsolete.

Office Practice courses are now broadening the scope of present-day commercial curricula and are answering the challenge of business that the school must give the type of vocational skill training that prepares the pupil for future employment. During all this process of vocational training, the school room should become a business laboratory, where the pupil is taught to operate the office machines that are in common use in the local community. Business must cooperate and bring to this laboratory the vital problems of the moment, the materials for instruction purposes, and up-to-date methods of business.

## **Evolution of an Experiment**

In the Roxbury Memorial High School for Girls, we have been exploring the field of office practice and experimenting in new courses since 1926. The first course in machine operation was offered to senior pupils as an elective in September, 1926. Four classes were organized, the teaching unit being twenty pupils in a class. A small room was secured in which our meagre equipment was set up and one teacher was assigned to develop the project. In the very beginning, no attempt was made to differentiate the office practice curricula or to set up courses which would correlate with other major subjects, such as bookkeeping, shorthand, and type-writing. Furthermore, there was no recognition of individual differences in abilities and aptitudes of pupils and no adaptation of in-

struction material to meet the needs of specific groups. All the pupils pursued the same course of study.

During the next three or four years, our school population trebled, and the enrollment in the office practice classes increased to about 500 pupils. Many difficult problems of organization had to be worked out in detail in order to provide instruction for the larger number of students. This situation demanded innumerable program adjustments, room expansion, new equipment, and the training of additional teachers to carry on the work.

At this point in the development of the office practice curricula, three factors are outstanding and mark the evolution from the elementary stages of the year 1926:

1. Differentiated office practice curricula:
  - a. Office practice for bookkeepers.
  - b. Office practice for stenographers.
  - c. Office practice for clerical workers.
2. Introduction of the battery system for instruction purposes in the case of calculators and dictating machines.
3. Coordination of the materials of instruction by means of a course of study in office practice drafted for use in the department.

Twenty-four classes were organized, based on differentiated curricula to meet the definite vocational requirements of three selected groups. One course in office practice was designed to correlate with bookkeeping, another course to correlate with secretarial work, and a third to feature clerical units of a general nature. The machine equipment was divided among four rooms and the battery system of instruction was put into operation in the case of calculators and dictating machines.

### Curricula Reorganized

As the work progressed during this experimental period, we became convinced that a change in objective was necessary in order to prepare the pupils to meet the job requirements of machine operation. Therefore, this year we have reorganized the entire office practice curricula upon the basis of training for vocational skill.

The principal objective for the past seven years was to provide initial contacts and a working knowledge of a variety of machine processes and to give training to a very large

number of pupils. Our work was extensive in its character because of circumstances beyond our control. The following limitations and handicaps presented administrative problems which demanded serious consideration:

1. Lack of adequate equipment.
2. Number of pupils enrolled in the courses (500).
3. Physical problems of room space, size of classes, shifting of units, etc.
4. Overlapping and duplication of units of instruction in the three courses.
5. Imperfect correlation and adaptation of instruction to the abilities and aptitudes of individual pupils.

All the classes moved forward according to a definite program schedule based on a two-month assignment of rotating units of instruction. This plan of organization curtailed the amount of time allotted to machine operation as well as the actual instruction for each pupil and restricted the opportunity to intensify on a particular machine with the aim of developing a real vocational skill.

There were, however, some general lines of demarcation in the selection of the units of instruction for each of the three curricula. For example, the office practice course for bookkeepers emphasized instruction in the operation of bookkeeping machines and calculators; the office practice course for stenographers emphasized instruction in the operation of transcribing machines, duplicating machines, and filing; the office practice course for clerical workers featured instruction in units of general office routine, such as switchboard operation, duplicating machines, adding machines, filing, etc. The large-scale organization of the classes based upon a two-month instruction unit, together with the lack of sufficient equipment, made the overlapping of the units of instruction inevitable. For a long time we have recognized the necessity for a more vital differentiation of instruction material which would make each curriculum individual and distinctive.

As we study in retrospect the development of our office practice work, through its successive stages of trial and error, experimental investigation, and modification of curricula, down to the present day, the whole field of office practice work is clarified. The dominant, worth-while, educationally sound elements of our work have survived the test of

the years, and much that was non-essential, ineffective, and purposeless has disappeared in the process of evolution. Against the background of past experience, our future objectives are clearly defined. The time has now come to re-organize all the office practice curricula on the basis of these new objectives:

1. To provide vocational skill training on at least one machine as a major unit of instruction.
2. To supplement this instruction with initial contacts on one or two other related machines as minor units of instruction.
3. To give to each pupil the type of machine instruction best suited to her individual abilities and aptitudes.

If Office Practice courses of the future are to be of any practical value, the training must be vocational and skill must be developed to meet the standards of machine operation in the business offices. A superficial or theoretical knowledge of machine operation does not fit pupils for vocational efficiency. Persistent drill and continuous practice are necessary to attain mastery in operation. The results of the office practice training must ultimately be measured in terms of dollars and cents: the final test of its worth is the placement of the pupil in an office job.

#### Extensive to Intensive

After a preliminary survey of local employment conditions, present-day trends in the methods of doing office work, and a study of the standard achievement tests given by certain machine companies for employment certification, we decided to change the objective of our office practice work. In our new office practice course of study, we have made a transition from the extensive, initial contact objective of the past years, to the intensive, vocational skill training objective, which is to be the aim of the future. Instruction will be given on at least one machine as a major unit and this instruction will be supplemented by some training on perhaps one or two related machines as minor units of instruction. Another improvement will be noted in our attempt to adapt the type of machine instruction to the special abilities and aptitudes of individual pupils.

The education theory underlying this plan of reorganization is superior, we believe, to

that of the former aim of extensive training on several machine units. By narrowing the content of the instruction to one major unit, the pupil will be able to concentrate and attain real vocational skill in the operation of one machine. Exploratory and elimination tests at the outset and progressive achievement tests at stated intervals will be invaluable aids in discovering and measuring the range



*Warren Kay Vantine Studio*

ELIZABETH A. NASH

of individual aptitudes and abilities. When a pupil is found to have marked ability in the operation of a bookkeeping machine, a billing machine, a transcribing machine, or any other phase of office routine, she should be given ample opportunity to acquire speed and accuracy. Conversely, the pupil who has no arithmetical background or manual dexterity should not be allowed to waste time in machine operation, but should be instructed in some simple office routine duties.

As the work progresses, the pupils in general will gravitate to the type of machine for which they have a natural flair and the necessary scholastic background. The time and energy of the pupil are used to better advantage under this new plan of intensive training for vocational skill. Formerly, all pupils were routed through four two-month assignments, to attain initial contacts with several

machine units, and as a result there were many maladjustments and misdirected efforts. The vocational skill objective underlying our new plan of organization is especially well adapted for the constructive training of natural ability and the development of operative power in a definite direction. The learning process is uninterrupted, progress in machine operation is continuous, and knowledge is cumulative.

### Self-Confidence Increases

Since the final selection of the machine unit for major instruction is conditioned by the pupil's own individual abilities and aptitudes, she is not hampered by any inferiority complex. There is no pressure exerted to force her to do a job that she dislikes or in which she is obviously a misfit. The nervous tension and fear inhibitions, so disastrous to many a typewriting novice, become negligible. Self-confidence increases daily, as the pupil realizes that she is doing a worth-while job and really enjoys it. The stimulus of gradual machine mastery and the pride in accomplishment are constant incentives to her best endeavors. In addition, the standard employment tests given during the course of the year measure the progress of the pupil in objective terms and introduce into the work the spirit of competition. Thus, the vision of the future job is constantly kept in view. Free from restraints, the pupils work under normal conditions and in an atmosphere conducive to mental poise and physical well-being. The development of speed and accuracy is well regulated and controlled; power in machine operation grows naturally and haphazard spurts of spasmodic effort are eliminated.

I do not mean to give the impression that under our old plan of organization (rotating units of instruction) we did not recognize the tremendous significance of training for vocational skill. Far from ignoring this objective, we worked persistently against heavy odds to train pupils for the future job. Our progress in this direction, however, was restricted by such arbitrary limitations as lack of sufficient equipment, short-term units of instruction, and pressure of large classes. But in

spite of these handicaps, in normal times we have always been able to place our best pupils as machine operators, and today many of our graduates have splendid positions, one or two even being employed by machine companies as instructors in the training schools.

But I am free to say that this high-pressure type of intensive skill training was available to comparatively few pupils. Generally speaking, a bookkeeping machine, billing machine, calculator, dictaphone, etc., could be used by the same pupil only on the basis of a two-month assignment. When the rotation of classes occurred at the end of this period of instruction, she relinquished her place at the machine to another pupil and proceeded to a new machine unit. Fortunately, we did succeed in arranging our schedule of class rotation so that special groups of students returned again for a second two-month assignment on the same machine unit. This situation was true in the case of group instruction of the bookkeeping machine unit, the calculating machine unit, and the dictaphone. This plan of double machine assignments gave to a number of pupils four months of instruction instead of two, but since the four months' instruction period was not continuous, the pupils lost much of their previously acquired manipulative skill in the interim. Although they retained the theoretical knowledge of machine operation, in picking up the work for a second time the lack of steady practice was a deterrent.

### Employment Tests

The most capable pupils supplemented the class instruction with extra practice during free periods and after school and were able to acquire a real vocational skill and to pass the standard employment tests given by machine companies.

The fact remains, however, that the rank and file of the pupils, including many who develop manipulative skill more slowly but who possess splendid potentialities for future success, had in the past no opportunity for extra practice. As our future policy gradually assumed definite shape, in the light of a new perspective we clearly recognized the inevitable conclusion: namely, to extend the oppor-

tunity for vocational skill instruction and to make this type of training available to all pupils. Under our new plan of organization of classes, each pupil is at liberty to concentrate on one machine unit and perhaps one or two closely related units for the period of time she desires, a full year, if the work proves to be profitable and purposeful. Instead of routing every class through several units of instruction (the old plan of organization), each class is given an assignment of one period a day in the same machine room on the basis of a year's instruction. This method of program organization permits the pupils in each class to have the full and uninterrupted use of the machine equipment of the special room long enough for each one of them to acquire a real skill in machine operation.

In order to facilitate this type of class assignment, it was necessary to rearrange the entire machine equipment and to set up a bookkeeping and billing machine room, a calculating machine room, a duplicating machine room, and a transcribing machine room. Full-length wall cabinets have been built in the calculating machine room and in the duplicating machine room so that all the individual filing sets can be stored conveniently. These two rooms have thus been made available for the assignment of filing classes on an alternating schedule.

### Three Types of Office Practice

All room assignments for the office practice classes this year have been scheduled according to the major unit of instruction designed for each particular class. The three types of office practice classes have been assigned as follows:

1. Office practice for bookkeepers.  
Scheduled to the bookkeeping and billing machine room with the alternative of the calculating machine room.
2. Office practice for stenographers.  
Scheduled to the transcribing machine room with the alternative of the duplicating machine room.
3. Office practice for clerical workers.  
Scheduled to the filing room and the duplicating machine room with the alternative of the calculating machine room.

As a result of this new plan of room assignment, every office practice class is directly coordinated on the basis of a year's instruction with the machines to be used as the major unit. Moreover, the program is flexible enough to permit an exchange of pupils within the groups. Each period of the day there are in operation one class in office practice for bookkeepers, one class in office practice for stenographers, and one or two classes in office practice for clerical workers, so that transfers can be easily effected without disrupting the pupil's entire program.

### Encouragement for Pupils

When a maladjusted pupil is discovered in a certain group, she can be tried out in either or both of the other groups that are reciting at the same period. For example, a pupil originally assigned to a class in office practice for bookkeepers may prove to have no manual dexterity or she may develop some nervous reaction to machine operation. Such a pupil can be transferred to another class on the same period assignment and can experiment with a different major unit of instruction. Similarly, a pupil who elected office practice for stenographers may be temperamentally unfit for dictating machine work or she may be deficient in typewriting ability. Instead of dropping the course in discouragement, this same pupil can be given a trial in the filing group or the calculating machine group. In the last analysis, the machine equipment will be used by the pupils who can best profit by that particular type of instruction.

As the work progresses during this school year, we shall observe with great interest the pupils' reaction to this wide extension of vocational machine instruction. We have every right to expect a decided improvement in the quality and quantity of the work done on each major machine unit. The specific results will be measured objectively in terms of actual accomplishment according to job requirements.

[Editor's Note—Next month, Miss Nash will give the revised course of study for the Roxbury course in office practice for bookkeepers.]



# SUPPLIES AND EQUIPMENT NEWS

• Edited by ARCHIBALD ALAN BOWLE

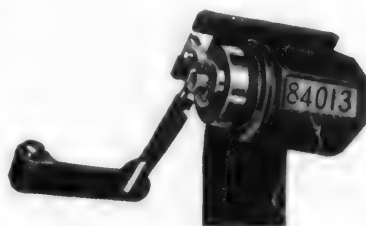
10. Fount-O-Ink is a combination of pen equipped with a special feed for holding ink, and a base carrying an ink supply bottle. The main supply of ink is retained in the bottle, which is screwed in an inverted position in the base of the set. A capillary feed rod in the bottle is placed so as to control the flow of ink into a reservoir well in the base. When the pen is placed in the aperture of the base, it seals the ink supply against evaporation and dirt. The nib rests in the ink. A special feed fills by capillary attraction while the point is in the ink, permitting the writing of a page or two of copy without dipping the pen. While the idea of the feed of the pen holding ink is not new, the combination with the sealing of the ink is an innovation which should prove to be popular.

11. A new electrified portable adding machine for desk use has been put on the market by Remington-Rand. It does the usual operations of listing, adding, multiply-



ing; weighs less than twenty pounds and is a compact ten-key-operated machine. The machine lists at \$140 and when used for classroom instruction purposes a liberal discount is allowed.

12. Veeder-Root Keystroke Counter has been made available as an attachment easily secured to the typewriter. "How can I measure typewriting output?" is a question often asked. In a booklet published by the



Veeder-Root Company and written by the late W. H. Leffingwell, various ways of measuring are discussed. One of the ways is by stroke count and the counter illustrated serves the purpose well.

13. *Office Economics* is a new magazine in the office equipment field. It began life in April of this year, and is intended to keep makers, sellers, users and teachers of office equipment up to date with progress in this field. *Office Economics* is published at 377 Broadway, New York.

14. A new and handy cutter, known as the "3" because it may be adjusted to that number of positions, has recently been placed on the market by the Arr-Bee System, Los Angeles.

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November, 1935

A. A. Bowle,  
270 Madison Avenue, New York.

Please send me, without obligation, further information about the products circled below.

10, 11, 12, 13, 14

Name .....

Address .....

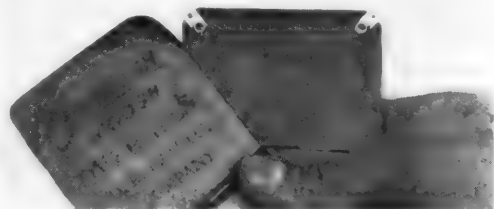


The little instrument, no more than two-and-one-half inches at its widest point, is of non-rusting aluminum alloy and is exceedingly light. It is composed of two pieces which can be clamped together. Between them is placed a safety-razor blade to furnish the cutting edge.

Operated in one position the device becomes a cutter and trimmer; in another, it is a scraper or skiver for skiving leather. The third, or safety position, covers the cutting edge, making the instrument safe for pocket or purse. A principal feature of the cutter, it is said, is its ability to cut anything from tissue to ten-ply card in one stroke.

### Bentley's Corner Preserver

When a common pasteboard covered notebook is continually carried in the pocket, the corners soon frill and curl up, and quickly put a good portion of the leaves or sheets in the same condition. Take a few small brass



Device by Frank W. Bentley, Jr.,  
Missouri Valley, Iowa

paper fasteners and clinch them snugly to the corners of the book as shown in the accompanying illustration. A book can be carried and handled for a long time when safeguarded in this manner and the corners and sheets inside will stay in good condition.

## Business Education Calendar

### November

- 1 Illinois Teachers Assn., N.E. Div., Joliet.
- 1- 2 New York Teachers Assn.: W. Zone, Buffalo; Central W. Zone, Rochester.
- 1- 2 Oklahoma Educ. Assn., N.E., Dist., Tulsa.
- 1- 2 North Carolina Educ. Assn.: S. Piedmont Dist., Charlotte; Piedmont Dist., Charlotte.
- 1- 2 Kansas Teachers Assn., Dodge City, Pittsburg, Hays, Wichita.

- 2 Canadian Gregg Assn., London, Ontario.
- 2 S. California Com. Teachers Assn., Huntington.
- 6- 8 North Dakota Teachers Assn., Bismarck.
- 7- 8 Colorado Educ. Assn., Denver, Pueblo, Grand Junction.
- 7- 9 Arkansas Educ. Assn., Little Rock.
- 7- 9 Missouri Teachers Assn., St. Louis.
- 7- 9 Wisconsin Teachers Assn., Milwaukee.
- 8- 9 Arizona Bus. Educators Assn., Phoenix.
- 9 Fourth Nat'l Mimeograph Assn. Conference, Danville, Indiana.
- 11-17 American Education Week.
- 14-15 Oklahoma Educ. Assn., S.W. Dist., Clinton.
- 14-15 New England Superintendents Convention, Boston.
- 14-15 Delaware Teachers Assn., Wilmington.
- 21-23 Illinois H. S. Conference, Urbana.
- 21-23 Louisiana Teachers Assn., Alexandria.
- 23 Tri-State Com. Educ. Assn., Pittsburgh.
- 23 New England H. S. Com. Teachers Assn., Salem, Massachusetts.
- 25-27 South Dakota Educ. Assn., Mitchell.
- 25-27 California Teachers Assn.: Bay Sec., San Francisco, Oakland; No. Sec., Sacramento; Central Sec., Merced, Fresno, Hanford, Visalia, Bakersfield; Central Coast Sec., Monterey.
- 28 Virginia Educ. Assn., Richmond.
- 28-30 Texas Teachers Assn., San Antonio.
- 28-30 Southern Bus. Educ. Assn., Richmond.
- 29 New England Bus. College Assn., Boston.
- 29-30 Idaho Educ. Assn., Boise.
- 30 Bus. Educ. Assn. of the State of New York, Albany.
- 30 S. W. Private Com. School Assn., Dallas.

### December

- 4- 7 American Vocational Assn., Chicago.
- 6- 7 Pennsylvania Educ. Assn., S. Dist., Hanover.
- 7 Com. Educ. Assn. of New York and Vicinity, New York.
- 14 California Teachers Assn., S. Sec., Los Angeles.
- 17 Los Angeles Com. Teachers Assn., Los Angeles.
- 26 Nat'l Assn. of Accredited Com. Schools, Chicago.
- 26 American Assn., of Com. Colleges, Chicago.
- 26-28 Illinois Teachers Assn., Springfield.
- 26-28 Nat'l Com. Teachers Federation, Chicago.
- 26-28 Ohio Educ. Assn., Columbus.
- 26-28 Oregon Teachers Assn., Portland.
- 26-28 Pennsylvania Educ. Assn., Harrisburg.
- 27 Nat'l Assn. of Teachers of Law in Collegiate Schools of Bus., New York.
- 27-28 American Assn. of University Instructors in Accounting, New York.
- 27-31 Nat'l Assn. of Marketing Teachers, New York.

# HOW WE TEACH TRANSCRIPTION

**The first of a series of lesson plans  
used by a school of champions**

• **E. W. HARRISON**

Head of Commercial Department  
John Hay High School, Cleveland

**F**IRST, let me introduce John Hay High School. It is an accredited school, specializing in commercial skills and business information. Its student body numbers nearly 4,000; its student source is the whole east side of Cleveland. It provides in its curriculum for an ungraded group and for a practical arts course, and it offers to others a selection from any one of four courses—general clerical, retail store, stenographic, and bookkeeping. To the course that a student elects must be added a narrow non-vocational sequence from subject material in the same field of interest.

The course a student is advised to elect is determined by a vocational director and four assistants. The division of the group to which the student will be assigned is determined by the policy of the school, in that it provides for homogeneous *x, y, z* grouping.

Almost immediately after enrollment, the freshman class is re-tested. Then Otis, Termain, and Kuhlman-Anderson tests are taken by each student and his score is reduced to a composite score, called his P. L. R. (probable learning rate).

We offer a three-year course in shorthand and typewriting. The gross class periods are 45 minutes, five days a week.

The curriculum of the school is fully outlined by Nichols in his recent book, "Commercial Education in the High School," pages 469-479, and will not be given in further detail here.

There are some other factors vitally affecting achievement which must be weighed as part explanation of our winning of six consecutive state championships where speed in the shorthand take and accuracy in slow transcription were the goals, and two consecutive international championships where

achievement in slow rate of shorthand take and high speed in the producing of a mailable transcription were necessary.



E. W. HARRISON

These other factors are administrative ideals, student enthusiasm, and teaching pressure. Prominent among administrative ideals is an awareness of the desirability of narrow specialization. As such awareness on the part of the reader is necessary to any understanding of an

explanation for what has been called an "astonishing score," let me present one result that guidance has had on the present beginning shorthand group. Pressure has been brought to bear on students of high I. Q.'s, whose attitudes seem commendable and who have achieved the honor roll, to elect the shorthand course.

Our experience shows that a superior student attempting to achieve high typewritten transcription speed and having a basic typewriting rate of only 60 to 70 words, which is accompanied by a shorthand rate of 100 words, cannot follow profitably as a learning process a "begin-transcription-early method" without tremendously slowing up the rate of achievement in transcription.

We build separately the basic skills used in transcription, which is not the same as saying that practice in transcribing on a typewriter is unnecessary. To illustrate: on May 10, 1935, Miss Wenner won the Ohio novice state contest in shorthand at 90 words a minute for five minutes with a 100 per cent score.

There were three perfect papers—all from this school, by the way. First, second, and third position rank was determined in this contest by neatness, penmanship, and interior punctuation. Prior to May 10, Miss Wenner had never turned in a typewritten transcript. Her speed had been achieved by straight-copy methods. After May 10, in preparation for the international contest, all transcripts were typewritten. Her typewritten transcription speed, under international contest conditions, 51.72 words, could not have been developed in the few school days elapsing between May 10 and June 28 without high basic skills in shorthand, typing, and English. Yet, drill in typewritten transcription was necessary. Her shorthand speed was well above the 70-word rate required at the international event. There was nothing new in the strain of a ten-minute period of dictation. In preparation for her 100 word *Gregg Writer* award, which had been received several months previously, she had written many long shorthand takes. Dictation periods often had been from fifteen to thirty minutes long.

The first steps necessary—separate skills in shorthand, typing, and English—had been achieved unusually well for a novice.

In the case of Miss Huste, whose transcription rate at the international contest was 75 words, a basic typewriting speed on the 85-88 plateau had been achieved. A loss in gross speed of 10 per cent was to be expected.

In both cases, however, there were periods when their achievement needed to be checked against a typewritten transcript. Any traditional method of securing accuracy and speed in transcription could have been followed. Our only point is that no typewritten transcript method could be pursued profitably where the spread between basic typewriting speed and transcription speed had narrowed to 10 per cent or less.

The other factors of a mailable transcript—placement, neatness, and accuracy—all present special problems and can best be illustrated by actual class procedure. The method we follow will be fully illustrated by the plan we used in producing a typewritten transcript of an official 120-word test.



## Teach Students To Use Their Heads!

"The criticisms made of business employees," writes Mr. C. R. Dooley, of the Standard Oil Company, "are directed not so much against a lack of technical training in English as against inability to apply that training—people will not use their heads."

*English for Business Use* does train students to use their heads—to think through a business situation, to plan the right sort of letter, to write that letter clearly and convincingly. It also includes a thorough review of those mechanical aspects of English in which secretarial students need to achieve mastery.

Let us send you a free examination copy to consider for introduction in your school.

### THE H. M. ROWE COMPANY

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Chicago, Ill.

# SIXTH INTERNATIONAL CONGRESS ON COMMERCIAL EDUCATION

• Reported by IRMA EHRENHARDT



PLENARY MEETING, SIXTH INTERNATIONAL CONGRESS

**E**IGHTY-FIVE official delegates, representing twenty-five different nations, convened at Prague from September 1 to 6 for the Sixth International Congress on Commercial Education. About five hundred others interested in the same cause also attended the meetings and participated in the social affairs. Among the delegates were such prominent educators as Dr. Ch. E. H. Boissevain, of Holland; Dr. M. L. Capka, of Czechoslovakia; Dr. Sudhoff, of Germany; Mr. J. W. Ramsbottom, Principal, City of London College, London; Dr. Arnold Lätt, of Switzerland; Dr. Osvald Larsen, of Denmark; and Dr. Albert Junod, of Switzerland.

Dr. Niccolo Castellino, of Rome, President of the International Society for Commercial Education, was in great part responsible for the administration of the affairs of the congress.

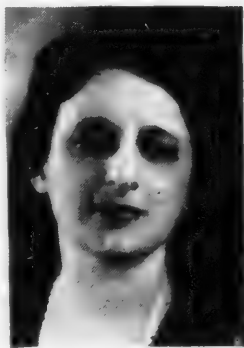
All the delegates were men with the exception of Mme. Constance Georgiades, of Greece; Mme. Marie Naaris, of Esthonia; Miss Ray Abrams, of New Orleans, Louisiana;

and Miss Irma Ehrenhardt, of Terre Haute, Indiana. Commercial education in the eyes of Europeans means economic education and is mainly in the hands of men instructors.

Some of the outstanding contributions and resolutions of the Congress were:

1. There should be an exchange of commercial workers between nations, such as an exchange of scholars and professors, which is already an established practice among many countries. The commercial worker in a foreign country should receive the identical salary of a native worker doing the same job. The exchange of commercial workers makes for a better understanding between countries and a keener foreign economic insight. France and Denmark have signed a treaty (January, 1935) exchanging fifty commercial workers each year on the basis given above; that is, the Frenchman works in Denmark for the Danish salary and the Dane works in France on the French salary scale.

2. There should be courses in economic linguistics in all commercial schools. This need, of course, is vital in Europe and, as Europe is brought closer and closer to us by radio, air travel, and telephone, it will behoove commercial educators in North America to offer economic linguistics for its prospective commercial workers.



RAY ABRAMS



IRMA EHRENHARDT

3. There should be a film exchange pertaining to commercial work among commercial schools of various countries.

4. There should be special travel courses offered for commercial teachers in order that they may acquaint themselves with the economic conditions of other countries.

5. There should be a wide use of current newspapers and economic magazines in commercial classes.

Throughout the entire Congress there was a friendly, happy, and pleasant exchange of plans and ideas. The individuals cooperated splendidly. Much of the spirit of good-fellowship was promoted by the royal hospitality of the Czechoslovakians. Nothing was left undone in the way of entertainment, which included banquets with beautifully appointed tables laden with the most delectable foods and drinks; receptions with charming hosts and hostesses; wonderful concerts by the Czech Philharmonic Orchestra in lovely Smetana Hall. Native Czech music composed by Smetana and Dvorak thrilled the audience. The next Congress will be held in Berlin in 1938.

The following five American representatives were in attendance at the Congress:

Miss Ray Abrams, Principal, Samuel J. Peters High School of Commerce, New Orleans, Louisiana.

Mr. B. D. Dahl, Acting Commercial Attaché, American Legation, Prague.

Dr. H. A. Rositzke, R. H. Rositzke and Associates, Management Consultants, New York City.

General Charles H. Sherrill, 10 Rue de Courcelles, Paris, France.

Miss Irma Ehrenhardt, Associate Professor of Commercial Education, Indiana State Teachers College, Terre Haute, Indiana, representing the Department of Business Education of the National Education Association.

## ARTISTIC TYPEWRITING

(Continued from page 246)

centered—this will center horizontally. For vertical centering, count the lines required to type; then roll the platen back one-half the number of lines.\*

Accuracy is more important than speed in artistic typewriting.

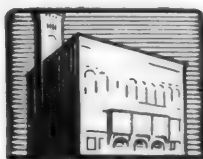
As you will see, we have selected a picture appropriate for Thanksgiving. It is worked in the letter "w" with the solid background for the corner design. In order to have the characters in the design on the left face the center we first typed the design with a carbon, placing it in the machine "carbon side" facing the operator.

Aim for quality in all your typewriting work—make it your ideal.

A person with an ideal and a disposition to work will succeed.

## MAKE YOUR *Chicago* VISIT A *Real* *Pleasure*

Stay where successful men and women stay—on Michigan Avenue at the Auditorium Hotel where the gallant hospitality of the past meets the modernity of today. Enjoy the fine food—the large spacious rooms and the



convenience of its "edge of the loop" location.

## AUDITORIUM HOTEL

MICHIGAN AVENUE  
AT CONGRESS  
STREET

GEO. H. MINK  
Manager

**RATES**  
WITH PRIVATE  
BATH  
**\$2.50**  
WITHOUT PRIVATE  
BATH  
**\$1.50**

# NOTED EDUCATORS PASS ON

## Dr. William John Cooper

Another of our distinguished educators to pass away in September was Dr. William John Cooper who, under President Hoover, served as United States Commissioner of Education from 1929 to 1933. He resigned that post to accept the position of professor of education at George Washington University. Hailed as "one of the ablest among the younger educators of the United States," Dr. Cooper had a long record for constructive education.

A native of Sacramento, California, he was a leader in educational work in his state for twenty-three years. Prior to his election as Superintendent of Schools at Fresno, California, he was teacher, principal, and research worker in that system. In 1926, he accepted leadership of the San Diego Schools and, in 1927, was appointed by Governor Young as Superintendent of Public Instruction and State Director of Education.

Among the other honors bestowed on this noted educator, was the office of Regent of the University of California and director of the Department of Superintendence of the National Education Association. He was a member of many distinguished societies and the holder of several honorary degrees from colleges and universities.

In his death our country has lost one of its advanced thinkers in the field of education.

## H. S. Miller

Commercial education lost another of its outstanding national figures in the death, on October 30, of H. S. Miller, for several years Director of Commercial Education, Wichita, Kansas.

For more than fifty years, Mr. Miller served in the cause of education. Trained at Smithville College and Ohio Northern University, he taught several years in the rural schools of Ohio and Kansas. Then he established the Hastings Business College in Nebraska, and later, transferred his energies to the Mil-



H. S. MILLER

ler Business College of Wichita, which he established in 1907. A few years later, he assumed the teaching of commercial subjects in the Wichita High School.

One of his monuments is the Wichita Opportunity School, established largely through his efforts.

With his A. M. degree from Fairmount (now Wichita) University, Mr. Miller, at the age of seventy-two, went to work on his Ph.D and recently made the statement that his education had "just begun." His tireless efforts in the work of teacher associations, culminating in valuable service in the National Commercial Teachers Federation, made him a nationally known figure whose passing takes a highly appreciated stalwart from the ranks of commercial education.

## A. A. Andrews

In the death of A. A. Andrews, the South lost another of its typical southern gentlemen and scholars. His passing is deeply regretted by the many thousands who knew and loved him.



In the main, this pioneer among southern educators devoted his talents to the business college field. Thirty years ago, he and George A. Macon, of Nashville, Tennessee, founded the Macon and Andrews Business College in West Point, Mississippi. Shortly afterward, the college was moved to Memphis, Tennessee, and for many years his influence has been a wholesome factor in the business education of that section.

Mr. Andrews is survived by his wife and son, A. A. Andrews, Jr., and two brothers of Scotland Neck, North Carolina. We join in the genuine regret at the demise of this pioneer in southern business education.

### William Lincoln Anderson

From the eastern part of our country comes the unwelcome news of the passing of a pioneer. After a long and useful career in the field of business education, William Lincoln Anderson died in his home in Brookline, Massachusetts, on September 16.

Mr. Anderson was the first full-time commercial teacher in the Boston schools, and in the years that followed, he was an important influence for commercial education in that section. He planned the Boston Continuation School and supervised it during its early years. For thirty-five years, his constructive leadership found expression in the commercial work of the Dorchester High School for Girls in Boston. He also served as principal of the Dorchester Evening High School and, in that capacity, was the organizer and guiding spirit of a splendid student club development, and his personal efforts contributed to the development of many other extra-curricular activities.

Mr. Anderson received degrees from Rochester, Temple, and Columbia Universities and, for four years, beginning with 1930, he was Professor of Commercial Geography at Boston University.

During his long life of usefulness, he was the author of several books on commercial education, some of which are now in use in the schools of Boston and other cities.

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See page 253 for B. E. W. Calendar

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### A New Business School for Salina

WHEN the Kansas Wesleyan University absorbed the Kansas Wesleyan Business College, Mr. Perry Brown, long associated with the latter, directed his activities to the opening of another school in Salina.



The new school, which he has named Brown's Business College, is located in spacious quarters on Santa Fe Avenue, and is fully equipped with the latest models of typewriters and office machines.

Associated with Mr. Brown, an experienced schoolman and noted penman, are Mrs. Anise Peterson, instructor in shorthand; Mrs. R. M. Shivers, who will have charge of the typewriting department; and Mr. Thorston Johnson, who will teach bookkeeping and allied subjects.

### Joins Faculty at Stillwater

MISS J. FRANCES HENDERSON, formerly instructor in commerce in the Kirksville (Missouri) High School has been placed on the faculty of the College of Commerce, Oklahoma A. and M. College, Stillwater.



Miss Henderson's master's degree in commerce was granted by the State University of Iowa in 1934. She returned

last summer to begin work on a doctor's degree at that institution.

# COMMERCIAL STUDENT CLUBS

• Edited by DORA H. PITTS

Western High School  
Detroit, Michigan

**D**ID your club have a corn roast in the early fall? Detroit Western High Commercial Alumnae did, and it was a delightful meeting. As almost every girl in the club is working in an office, we did not gather until three o'clock. Then there was a drive across the beautiful bridge spanning the Detroit River to lovely Belle Isle, one of the most noted parks in the world. Many of the members had not seen each other since the banquet in May, and there were animated chats concerning their vacations.

It is necessary to choose a table early at Belle Isle, so we first performed that duty. Then some of the girls rented bicycles for a ride around the island—about six miles—and others took an automobile ride and visited the zoo.

At six we met at the appointed table, started our charcoal fire in the block cement stove, and set out our viands to the accompaniment of many exchanges of experiences. After a delicious supper of roasted corn and "wienies" with many other supplementary dishes, the club held a short business meeting and rode home in the early twilight.

October is our month for initiations. Since our dear old Western High School was burned, the Commercial Alumnae Club has held its meetings at the Clark Park Y. M. C. A., and the Notary Club and the 140 Club have held their meetings at the High School of Commerce. All the friends of Western have been greatly pleased by the news that the Federal Government has granted the P.W.A. almost \$500,000 toward the building of our new school. It will be completed in September, 1936; so our club members are all looking toward the time when we can once more gather in our home rooms.

A new feature to be introduced into this year's initiation ceremony will be the chain of friendship. A ribbon of the club colors will have tied into its length at regular intervals some insignia of friendship or of the club.

The Commercial Alumnae Club will find red cardboard imitations of their pin—a winged fountain pen; while the Notary Club will have decorated fancy candy wreaths of mint. At the proper time, the members will take their places in a circle, each grasping the ribbon and repeating a pledge of loyalty to the club. After the pledge and signing of the constitution, the ribbon will be cut into short pieces, and each member will be awarded a pen or wreath for her memory book. After the ceremony, a business meeting will be held, where the policies and the programs of the clubs will be outlined for the semester. Then an intelligence test, requiring alertness and general information, will be given, an inexpensive prize awarded to the winner, and light refreshments served.

November is the month for a "Chestnut Party." The history of shorthand and type-writing and of the telephone may be reviewed. An exhibition of antiques by members of the club will be enjoyed, and it may be made into a profitable feature by charging a small admission fee to visitors. The committee appointed for the purpose may solicit articles for the exhibition from teachers and friends. A small card, giving the name of the owner and any especially interesting fact concerning the article, should accompany each exhibit. Great care should be taken to return the article to the owner immediately after the exhibit is over.

Roasted chestnuts may be used for refreshments for the club or may accompany the regular sandwiches, cakes, and mints with tea. "Opening of a Chestnut Burr" may be used as the subject of the posters. This meeting should receive considerable favorable publicity.

This month our clubs will begin to dress the dolls and plan other details for their great December party for the needy orphans—a social and charitable event to which we look forward eagerly each year.

# PROFESSIONAL READING

**Reviews of important books, educational magazine articles, and some timely tests**

• JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce  
State College, San Jose, California

## I. STIMULATING BOOKS

A COMPARATIVE STUDY OF SCHOOL SYSTEMS IN GENERAL AND BUSINESS EDUCATION IN PARTICULAR IN VARIOUS COUNTRIES, by Dr. Arnold Lätt, Director of the Permanent Office of the International Society for Business Education, Schanzenberg 7, Zurich, Switzerland, 1935, 23 folded charts (paper cover), 3 gold (Swiss) francs (approximately one dollar).

All of us who are interested in business education may learn much from our colleagues in other countries. In order to understand the problems involved and procedures used in their solution, it is necessary that we have a clear conception of the types of schools, the programs of studies, and the objectives of the various kinds of training represented. We are indeed gratified to learn that a comparative study of business education in twenty-three countries has been made. A collaborator in each country furnished a report on business education in his country. The United States was represented by Dr. Herbert A. Tonne of New York University.

The business education of each country is portrayed by means of a folded chart. The explanations regarding business education in the particular country concerned are written in some instances in five languages, including English.

Four types of business training are recognized: (1) for apprentices or beginners without any previous commercial training—part-time commercial education, continuation schools, etc.; (2) junior commercial (high) school; (3) senior commercial (high) school, commercial training college, commercial institute, etc.; and (4) university training for business administration.

ADULT INTERESTS, by Edward L. Thorndike, *et al*, The Macmillan Company, New York, 1935, 265 pp., \$3.25.

While this book is addressed to workers in adult education, it is of interest to all teachers, inasmuch as the principles of learning set forth are in all probability applicable to learners of all ages. The

experiments reported are significant as they point the way to changes in assumptions held relative to education. Until recent years, it has been assumed that learning belonged primarily to infancy and childhood. Although theories relative to interest in education have changed, the assumption most commonly held within the last few years is that interest is the *sine qua non* of healthy learning which relates to the needs of life and is progressive. The experiments made by Thorndike provide grounds for modifying these assumptions.

In Thorndike's book, "Adult Learning," he reports investigations which lead to the conclusion that the ability to learn increases from early childhood to about age 25 and decreases gradually and slowly thereafter, about one per cent per year. Childhood, according to these investigations, is *not* the best age for learning. Thorndike calls attention to three reasons why it is fortunate that learning is not restricted chiefly to childhood and youth. First, the world is changing so fast that facts learned in childhood are not sufficient for adulthood; second, as there is an increasing amount of leisure time for adults, they can keep up with the changing world through learning; and third, the diffusion of power from the few to the many makes it desirable that the many learn more than they do or can learn in childhood.

However, the fact that adults can learn is not a guarantee that they will learn. The element of desire enters in. For the purpose of studying the interests of adults, some intriguing experiments were made which are reported in this book. There were investigations of changes in interests between the ages of twenty and sixty; lists of satisfiers and annoyers; studies of the influence of frequency of rewards; research as to the reported strength of various aversions; and estimates of the interest in curiosity and adventure in young adults and old adults. The findings are applicable to all types of education.

By means of experiments with the learning of some materials intrinsically interesting it was found that lack of intrinsic interest is a handicap to learning, but only a small handicap. Thorndike concludes that the notion that the mind will not learn what is alien to its fundamental vital purposes is attractive and plausible but definitely false.

The final chapter of the book, on methods of teaching adults, makes excellent reading for teachers of adults. Practical suggestions for ways of knowing the persons in the class are given, in addition to the discussions of various methods of teaching adults.

One section of the final chapter is especially significant to teachers of skill subjects. Recent experiments show that a wrong response to a situation tends to establish a wrong habit even though that response is immediately pronounced wrong and punished.

"The learning of a person who . . . hits the wrong key on a typewriter . . . suffers therefrom, even if he is immediately informed of the fact. . . . If he is permitted to regard his behavior as satisfactory, his learning suffers much more."

The general conclusion that we really learn from our right responses and successes would seem to prohibit us from using the trial-and-error method sometimes advocated for motivation in learning the skill subjects.

Sixty-eight pages of the appendix cover tests and records useful in adult education.

**SPECIAL BULLETIN ON STUDENT CAREER CONFERENCE, EXTENSION DIVISION, SUPPLEMENT A, Alabama College, Montevallo, Alabama, Vol. XXVII: No. 2: Total No. 111 (October, 1934), 81 pp. (paper bound).**

In this bulletin are reproduced the addresses given at a student career conference at Alabama College in July, 1934. Nineteen fields of service for women are discussed by leaders active in each field. The article on secretarial work contains much practical advice. The entire bulletin represents a contribution to the field of vocational guidance.

**BIBLIOGRAPHY OF WORKS ON ACCOUNTING BY AMERICAN AUTHORS, by Harry C. Bentley, C.P.A., and Ruth S. Leonard, S.B., Harry C. Bentley, 921 Boylston St., Boston, Massachusetts. Volume I, 197 pp., \$3.50; Volume II, 408 pp., \$4.50. The two volumes, \$7.50 if ordered at the same time.**

This bibliography is a pioneer in a much neglected field. Volume I has a particular value for students of accounting who are interested in the historical background of American literature on accounting, as well as for collectors, bibliographers, and librarians. Volume I, in addition to its historical value, is a practical source of reference to works on accounting for present-day use.

Volume I opens with an introductory chapter devoted to copyright laws and administration, and their significance to bibliographers. Of the four parts which follow, Part I is a chronological bibliography of copyright works on accounting by American authors published for general distribution prior to 1901; Part II

is a classification of specialized works listed in Part I, Part III is a chronological bibliography of copyrighted works on accounting by American authors published prior to 1901 for restricted use in some one school or correspondence course; and Part IV is a chronological bibliography of works on accounting by American authors copyrighted prior to 1901, but not known to exist in any library and about which there is no complete bibliographical information available. At least one edition of each of the works listed in the first three parts is known to be in existence.

This volume makes a fundamental contribution to the study of the history of accounting in the United States during the nineteenth century. The painstaking research evidenced makes it an authoritative source of reference to the works on accounting by American authors to January 1, 1901.

Volume II is divided into two parts, the first of which contains a chronological bibliography of works on accounting by American authors which were published for general distribution from January 1, 1901, to January 1, 1935. The second part classifies the works listed in Part I, as follows: (1) bookkeeping for secondary schools; (2) elementary and advanced accounting for students of college grade or for general reference purposes; (3) financial statements; (4) cost accounting and system building, (a) general, and (b) specialized; (5) auditing, (a) general principles and procedure, and (b) auditing for specific businesses; (6) C. P. A. examination questions and answers; (7) encyclopedias, handbooks, etc.

There is an author index to each volume.

A Supplement to Volume II is devoted to Uniform Systems and contains, first, an alphabetic list of the businesses and professions for which uniform accounting systems have been sponsored, together with the names of the sponsors; second, an alphabetic list of the public utilities industries for which uniform systems have been prescribed, with the names of the federal or state government regulatory bodies listed alphabetically under each heading.

The technical training and wide experience of the authors of this valuable bibliography fit them admirably for the preparation of such a work. Mr. Bentley is president of the Bentley School of Accounting and Finance, Boston, and Miss Leonard is research director in the same school.

**YOUR MONEY AND YOUR LIFE INSURANCE, by Ray Giles, Harper Brothers, New York, 1935, 129 pp., \$1.50.**

This practical book has been written for the average man, and answers the questions in his mind regarding life insurance and annuities. It is presented in a style that can be readily understood by all, and is made attractive by real stories of real people applying insurance to their own personal and family needs. Although it is not written in the interest of any insurance company, it will be found invaluable to everyone who sells life insurance and to the teacher of courses in consumer edu-

cation. It tells how to obtain endowment policies, an annuity, special insurance for women and children, and for education. It compares the advantages of insurance with those of investments in stocks, bonds, or real estate. Among the valuable features is a glossary of insurance terms with clear definitions.

Much of historical interest is given as to the men of renown who encouraged the acceptance of life insurance at a time when many regarded it as a denial of God's ability to care for the widow and fatherless.

The author thinks we need a new definition for life insurance. It is family protection insurance, pension insurance, money assurance. Through the life insurance company you buy money on the installment plan.

The author makes it plain that the life insurance company is in no sense a competitor of the savings banks. Most of us dislike to save and need many varied forms to combat with delay.

The different forms of annuities are carefully explained. A chapter is devoted to insuring women and children.

An item that gives credence to the sincerity of this book is the fact that the author has never in any way been connected with the insurance business, but has made a study of it for his own uses. This fact makes the book especially usable as supplementary reading for courses in consumer education.

## II. PERTINENT MAGAZINE ARTICLES

*International Review for Business Education*, published by the International Society for Business Education, Director of the Permanent Office: Dr. Arnold Lätt, Schanzenberg 7, Zurich, Switzerland. (Latest issue, June, 1935, No. 18, Second Series.)

This review of business education includes notices and articles in four languages—French, German, Italian, and English. The June, 1935, issue contains an article in English by Dr. Olaf Jonasson of Stockholm on "Methods of Imparting a Knowledge of Merchandising to Students." From this article, we learn that in Sweden merchandising is divided into two parts, *general knowledge of merchandise* and *special knowledge of merchandise*, the former being correlated with economic geography. The value of instruction from a world point of view, the home country point of view, and the local district point of view is stressed.

Another article written in English was contributed by Mr. J. S. Duly, M.A., of the City of London College, who describes the teaching of commodity courses, especially courses taught by specialists in various lines of marketing.

There is also a description of the work of our National Council of Business Education as well as

mention of noteworthy articles published in the *Journal of Business Education* during 1934 and 1935.

The next issue will be published late in 1935 and will deal with the meetings of the International Congress on Business Education at Prague in 1935.

The dues for membership in the International Society for Business Education are one dollar in United States money. Application for membership and dues should be sent to the director of the permanent office, Dr. A. Lätt (address is given above). Members of the society receive the *Review* and supplements. The supplement issued in June, 1935, is reviewed under "Stimulating Books" in this issue of the *BUSINESS EDUCATION WORLD*. Forward-looking teachers will wish to identify themselves with this international society in order to keep themselves informed on the best thought on business education in many countries.

**WOMEN IN BUSINESS I, II, III, *Fortune*, New York, Vol. XII, Nos. 1, 2, 3 (July, August, and September, 1935).**

A series of articles on women in business. The first article develops the thesis that the industrial conquests made by women in the nineteenth century were, with the exception of the conquest of the business office, conquests without gain. In the business office, however, women actually occupied new ground. This series of articles presents a discussion of the place of women in the business world. Pictures, biographies, and budgets of business women are included. The article in the September issue deals with women executives—"sixteen exceptions to prove the rule that woman's place is not the executive's chair."

*Peabody Bimonthly Booklist*, George Peabody College for Teachers, Nashville, Tennessee, July, 1935.

This helpful list represents a selection of professional and cultural books for a teacher's library. The books are grouped according to budgets of various sizes. Thus the teacher or school librarian can consult lists, each one selected upon the basis of a certain sum to be spent each month for new books.

## III. TIMELY TESTS

A study of tests of teaching ability and of teacher rating scales is an extremely beneficial experience for the prospective teacher as well as for the teacher in service. By means of such study, he may eliminate for himself many weaknesses and strengthen his procedures through his own efforts without the intervention of his superiors.



**THE PERSONALITY INVENTORY**, by Robert G. Bernreuter, Stanford University Press, 1931. (Sample set, 25 cents.)

The personality inventory includes four scales: (1) a measure of neurotic tendency; (2) a measure of self-sufficiency; (3) a measure of introversion—extroversion; and (4) a measure of dominance—submission. Percentile norms which aid in interpreting the results are available. Individual report sheets enable the individual to see, by means of a graph, how he compares with others of the same sex and group.

**TESTING AND THE USES OF TEST RESULTS**, by Edward A. Lincoln and Linwood L. Workman, The Macmillan Company, New York, 1935, 317 pp., \$2.00.

This simplified presentation of testing and the uses of test results has been made for the purpose of attracting teachers to the use of educational measurements to the end that they may take advantage of the many possibilities which have been made available by the invention and development of dependable measuring instruments for education. So that teachers may not be frightened away from the use of educational measurements, treatment of some of the more complicated statistical procedures has been relegated to the appendix of the book.

Chapters on various phases of testing are included. The chapters on the use of standard tests in diagnosis and the use of drill tests in remedial work are especially helpful. Detailed instructions for the preparation of new-type tests are given. There is a selected bibliography of tests which, however, includes only one group of tests in the field of business education—Rollinson Diagnostic Shorthand Tests.

**BUSINESS APTITUDE TEST**, by F. A. Moss, K. T. Omwake, and T. Hunt, Center for Psychological Service, 2024 G Street, Washington, D. C., 1926.

Test I is for measuring observation and judgment. Test II, memory for names and faces, includes a series of twenty-five photographs. Test III is designed to measure comprehension and Test IV, reasoning. Test V deals with meaning of words and Test VI, following directions. Norms for the test are included in the instruction blank.

**I. E. R. GENERAL CLERICAL TEST**, Institute of Educational Research, Teachers College, Columbia University, New York, n. d.

This test deals with clerical ability. It includes the detection of wrong answers to arithmetic prob-

lems, secret marks of cost prices, copying numbers, distinguishing certain qualities, selecting correct descriptions, handling symbols, reading backwards, answering questions involving general business information, and arranging numbers in various combinations.

**TESTS IN COMMERCIAL EDUCATION**, by J. O. Malott and David Segel, U. S. Department of the Interior, Office of Education, Circular No. 56, November, 1932, and mimeographed supplements.



## SUPPLEMENTARY MATERIALS

(Continued)

### • Compiled by S. JOSEPH DE BRUM

Instructor in Commerce, Sequoia Union High School, Redwood City, California

#### Moving Picture Films

Many industrial, vocational guidance, and other films of value to commercial classes will be lent free or at a nominal rental, except for transportation. Complete lists of available films may be obtained from the following organizations.

1. Educational Department, Pathé Exchange, 35 West 45th Street, New York City.
2. Erpi Picture Consultants, Inc., 250 West 57th Street, New York City.
3. General Electric Company, Publicity Dept., Schenectady, N. Y. (Has many excellent films for business classes which are lent free.)
4. Motion Picture Film Service, International Harvester Company, 606 South Michigan Avenue, Chicago, Ill.
5. Keystone View Company, Meadville, Pa.
6. Society for Visual Education, Chicago, Ill.
7. Spencer Lens Company, Buffalo, N. Y.
8. Wholesome Films Service, Inc., 48 Melrose Street, Boston, Mass.
9. The Y. M. C. A. Motion Picture Bureau, 347 Madison Avenue, New York; or, 19 South La Salle Street, Chicago, Ill.
10. Visual Aids to Education catalogs, listing motion pictures and stereopticon slides offered for loan, may be obtained in many cases from the Extension Divisions of the leading universities.

(To be continued)



. . . *A new teaching method*

# **The Teaching of GREGG SHORTHAND *by the* FUNCTIONAL METHOD**

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*Developed under the personal direction of John Robert Gregg, S.C.D.,  
Author of Gregg Shorthand.*



*by* **LOUIS A. LESLIE**

With this first appearance of the Functional Method in book form there will be available for the first time a complete exposition of the method, together with detailed Lesson Plans and Courses of Study. The book contains:

1. The first full explanation of the pedagogical concepts underlying the Functional Method.
2. The first complete description of the teaching techniques and devices of the Functional Method.
3. A list of nine points of difference between the Traditional Method and the Functional Method, with a discussion of each.
4. All the timed Lesson Plans given in the mimeographed edition, with some corrections and revisions.
5. Additional suggestions for the use of the Lesson Plans.
6. The high school Course of Study, dividing the work into 113 forty-minute periods, with 113 forty-minute home-work assignments.

Every shorthand teacher must seriously consider this new teaching method which enables the pupils in 113 forty-minute high school periods, with the same amount of outside preparation, to complete the "theory" and attain a writing speed of 60 words a minute or more. This is done with less effort on the part of the teacher and the student.

Although, at first glance, the new method may seem revolutionary, it is really an extension of the teaching methods first proposed by Dr. Gregg many years ago, and is in complete harmony with the principles of pedagogy laid down by such an authority as Morrison in his *Practice of Teaching in the Secondary School*.

**List price, \$1.20**

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Please send me, with bill at \$1.20, less my usual school discount, one copy of *The Teaching of Gregg Shorthand by the Functional Method*.

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*When returning this coupon please mention the Business Education World.*

# Why haven't you this G-E Interval Timer?

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Leaves them free while pupils  
work. Send \$5.25 for one to-  
day. Check or money order.  
Use coupon.*



**R**EMEMBER that your pupils expect you to set them an example in efficiency. How can you justify wasting a teacher's time in holding a watch while typing and shorthand tests are going on? The leading schools of the country have long since found that a G-E Interval Timer will do the job with unflinching accuracy and leave the teacher free for other work.

The G E Timer is made for the express purpose of timing intervals. It measures time in any desired intervals from 15 seconds to two hours. For example, if you set it for 2 minutes, or 5,

or 10, or 15 minutes, it will run exactly that long, then ring a bell and stop automatically.

This Timer is sturdily built to give years of unflinching service. At its price, \$5.25, you will find it one of the most satisfactory investments in equipment of all you make. Your school should have at least one, probably two or more.

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# KEY TO THE SHORTHAND PLATES

In the November issue of the Gregg Writer

## The Natural Bridge of Virginia

(All but the nine italicized words are included in the vocabulary of the first eight chapters of the Manual.)

This famous bridge is on the head of a fine limestone hill, which has the appearance of having been rent asunder<sup>20</sup> by some terrible convulsion in nature. The fissure thus made is about ninety feet; and over it the bridge<sup>40</sup> runs, so needful to the spot, and so unlikely to have survived the great fracture, as to seem the work of man; so<sup>60</sup> simple, so *grand*, so great as to assure you it is only the work of God. The span of the arch runs from 45<sup>80</sup> to 60 feet wide, and its height, to the *underline*, is about 200 feet and to the head about<sup>100</sup> 240.

You have no just conception of this masterpiece until you get below. You go some little distance<sup>120</sup> for this purpose, as in the *vicinity* of the bridge the rocks are far too precipitous. A hot and *brilliant*<sup>140</sup> day is, of all others, the time to enjoy this object. To escape from a sun which scorches you, into the<sup>160</sup> verdant and cool bottom, is a luxury of itself which *disposes* you to relish everything else. When<sup>180</sup> down, I was very careful of the first impression, and did not venture to look steadily on the objects about<sup>200</sup> me till I had selected my station. At length I placed myself about 100 feet from the bridge, on some<sup>220</sup> masses of rock, which were washed by the running waters, and ornamented by the *slender* trees springing from its fissures.<sup>240</sup> At my feet was the soothing melody of the rippling rushing waters. Behind me and in the distance, the<sup>260</sup> river and the hills were expanding themselves to the light and splendor of day. Before me and all around everything<sup>280</sup> was *reposing* in the most delightful shade, set off by the streaming rays of the sun, which shot across the<sup>300</sup> head of the picture far above you, and sweetened the solitude below. On the right and left the *majestic* rocks<sup>320</sup> arose, with the decision of a wall, but without its *uniformity*, massive, broken, beautiful and<sup>340</sup> supplying a most admirable foreground; and, everywhere, the most delicate stems were planted in their<sup>360</sup> crevices, and waving their heads in the soft breeze, which occasionally came over them. The eye now ran through the bridge,<sup>380</sup> and was gratified with a lovely vista. Blue mountains stood out in the background; beneath them, the hills and the woods<sup>400</sup> gathered together, so as to enclose the dell below; while the river, which was coursing away from them, seemed to<sup>420</sup> have its well-head hidden in their recesses. Then there is

the arch, distinct from, and above everything. Massive<sup>440</sup> as it is, it is light and beautiful by its height, and the fine trees on its summit seem now only like a garland<sup>460</sup> of evergreens; and, elevated as it is, its apparent elevation is wonderfully increased<sup>480</sup> by the narrowness of its piers, and by its outline being drawn on the blue sky, which appears beneath and above<sup>500</sup> it. Oh, it is sublime—so strong and yet so elegant—springing from earth and bathing its head in heaven. But it<sup>520</sup> is the sublime not allied to the terrific, as at Niagara; it is the sublime associated<sup>540</sup> with the pleasing. I sat, and gazed with wonder and astonishment. That afternoon was the shortest I ever<sup>560</sup> remembered. I had quickly to leave the spot forever; but the music of those waters, the luxury of those shades,<sup>580</sup> the form and color of those rocks, and that arch—that arch—rising over all, and seeming to offer a passage to<sup>600</sup> the skies—Oh, they will never leave me! (606)—*Written in 1835 by the Rev. Dr. Andrew Reed, English Divine, and an equally true description today.*

## Actual Business Letters

From the Winning Sets in the Last Gregg News Letter Contest

Submitted by Jean Welsh, Massillon, Ohio; and Edith Rau, Laurys, Pennsylvania

Mr. Herbert A. Clark  
34 Cherry Road N.  
South Bend, Indiana

Dear Sir:

The Corrupt Practices Act<sup>20</sup> of this state provides that every candidate, voted for at an election, must file an itemized expense<sup>40</sup> statement within ten days after such election. A statement must be filed, even though the candidate did not incur<sup>60</sup> any expense during his campaign. The names of all candidates who fail to file a statement, within ten days<sup>80</sup> after election, will be certified to the Attorney-General of this state as being delinquent, and<sup>100</sup> are liable to prosecution.

Enclosed find a blank form for filing your statement. Fill out same, then go before<sup>120</sup> someone duly authorized to administer oaths, attest to the affidavit on statement, and mail same<sup>140</sup> to Board of Election, South Bend, Indiana. Give this matter your immediate attention, and oblige

Very<sup>160</sup> respectfully yours, (164)

Mr. H. Lee Homer  
467 Paul Street  
Bay City, Michigan  
Dear Customer:

Enclosed is<sup>20</sup> our remittance and grading sheet covering the shipment of fur you sent to our Raw Fur Marketing Service. Your<sup>60</sup> shipment was carefully graded and sold at the highest market price we believe obtainable on the day it<sup>60</sup> reached us.

We believe that our remittance represents full market value and trust that you will be well pleased with the<sup>60</sup> transaction. Mears do not buy your fur, but act as your representative in selling it. This is a free service<sup>100</sup> on our part; you receive the entire proceeds from the sale, with no commission or handling charges deducted. All<sup>120</sup> we expect in return is your continued good will and that you think of Mears first when in need of trapping materials<sup>140</sup> that we sell.

The value of the enclosed remittance is measured only by what you receive in return<sup>100</sup> for it. Send it to Mears with your next order and see how much more it buys here. Don't forget that you can attach an<sup>180</sup> order for goods to your next package of furs. It will receive prompt attention and the value of the order will<sup>200</sup> be deducted from the amount we secure for your furs,

Yours very truly, (214)

## Geisha Girl

By COURTNEY RYLEY COOPER

*Reprinted in shorthand from the American Magazine by special permission of author and publishers.*

*(Concluded from the October issue)*

Already, Number 7835 was easing out of the roundhouse onto<sup>3100</sup> the turntable, with a hostler at her throttle, Geisha Girl's fireboy thumbing her automatic stoker valve and<sup>3120</sup> the blower going its hardest to make steam quickly. Down the lead track went Geisha Girl, rocking and thumping, with the<sup>3140</sup> roundhouse foreman cussing the ancient reverse lever grip and staring at the water glass.

They got their orders, a<sup>3160</sup> hastily arranged schedule and a clearance. A lump came into Joe Bardwell's throat. It was Geisha Girl's day, even<sup>3180</sup> if he was only her fireboy. The road was hers, with a big engine forced to trail her.

Dwarf lights changed from red to green,<sup>3200</sup> overhead signals pointed the way; again, and again. The engine was rocking now, with a peculiar leaping<sup>3220</sup> motion; every rail joint seemed to throw her into paroxysms of rattling shivers. But a glance at passing<sup>3240</sup> objects showed Joe that she had not yet reached even thirty miles an hour.

The roundhouse foreman swore at the throttle. He<sup>3260</sup> cursed the stiffness of the reverse lever, resisting his efforts to shorten the valve stroke and gain greater speed. He<sup>3280</sup> fussed with the air brake valve. He stared at the water glass, at the steam

gauge. Five miles went by. Then suddenly he leaped from<sup>3300</sup> his seat box and staggered across the deck to the sweating Bardwell.

"Take the old wreck!" he commanded. "I can't handle<sup>3320</sup> her!"

A leap and Joe was at the throttle. The ancient grip was a beloved friend to him, his heavy muscles moved the<sup>3340</sup> reverse lever without effort. The bark of the stack became faster and choppiest, one exhaust beginning before<sup>3360</sup> the other had halted. The swish and click of Bill Nugent's scoop became continuous.

"What about slow orders?"<sup>3380</sup> shouted Bardwell. He had glanced out, along the boiler rail—the engine was one mass of staggering steel.

"Forget 'em,"<sup>3400</sup> bawled Nugent. "Keep this teakettle moving!"

Joe grinned. That was his only wish. Ten miles went by in bucking, thunderous<sup>3420</sup> progress. Thirty more followed, with the soft track swaying beneath them. Rain beat into Joe Bardwell's eyes; he did not feel<sup>3440</sup> it. Onward, still onward; then he reached for the air lever and began a series of easy applications. They<sup>3460</sup> had reached the trestle.

The crew of extra 3032 awaited them on the near side, nearly a third<sup>3480</sup> of a mile from where stood a string of flat cars, with precious cargoes shrouded in canvas.

"Think she can make it?" yelled the<sup>3500</sup> roundhouse foreman.

"Ought to." 3032's engineman pulled at his cap. "She don't weigh more than a baby buggy."<sup>3520</sup>

"Grab on and we'll take you over." Then, to Joe, "Widen on her throttle."

Steam shot from the piston cocks. The first trip<sup>3540</sup> was started over the long trestle, beneath which flowed the mud-splotted waters of the muggy Platte. Then a return journey<sup>3560</sup> began, a creaking journey, with Geisha Girl literally feeling her way in reverse, while, hooked to her lead<sup>3580</sup> coupler, there followed one car of the Power Show equipment.

They made it. The car was shunted into the passing<sup>3600</sup> track. A second journey was begun, slow progress and a slower return. The switching was more complicated this<sup>3620</sup> time; Geisha Girl must uncouple on the main line and reach into the passing track for the first car, couple again.<sup>3640</sup> and push cars into the clear. Then she started back for her third cargo. The river was rising. Every bumping journey<sup>3660</sup> of Geisha Girl, every return with a loaded freight car gave less stability to the bents and pilings.<sup>3680</sup> Twice more she went across and came back, with Bill Nugent hanging out the gangway.

"Beginning to sway like nobody's<sup>3700</sup> business," he shouted.

Joe turned grimly. "Maybe we can make it. Only one more trip after this one."

That next to the<sup>3720</sup> last trip was done at a creeping pace. Timbers groaned, the little engine rocked and swayed with terrific dips, the freight car<sup>3740</sup> rolled drunkenly. At last free of her drag,

Geisha Girl again creaked over the uncertain track, and to her last car.<sup>3760</sup> The roundhouse foreman reached for the handrail, and swung outward and onto the gravel beside the track.

"Wait till I get<sup>3780</sup> across the trestle," he commanded tersely. "Then give her a start and you get down. If she makes it, I'll grab her on<sup>3800</sup> the other side—no use of us risking our lives."

Joe nodded. His face had become blue-white on that last trip. Nervously<sup>3820</sup> he waited until Bill Nugent had crossed the river. Then he pulled two short blasts on the whistle and stepped for the<sup>3840</sup> gangway.

But halfway to the ground he halted and swung uncertainly. Before him there swirled the muddy, venomous<sup>3860</sup> waters of the flooding Platte. The crooked rails of the dangerous trestle writhed like steel snakes in the path of Geisha<sup>3880</sup> Girl. Suddenly Joe Bardwell changed his mind; almost before he realized it, he was back in his cab, with his hand<sup>3900</sup> on the throttle. An eternity followed.

"You fool!" shouted Nugent as he climbed into the gangway when Geisha<sup>3920</sup> Girl at last reached the other side. "Why didn't you do what I told you—set her throttle and let her come? I'd have caught<sup>3940</sup> her."

Joe Bardwell found his voice.

"Oh—I don't know, maybe I couldn't," he said.

The train crew already was across, the<sup>3960</sup> conductor talking to the dispatcher through a telephone hooked to the wires by a fish pole. He swung an arm in<sup>3980</sup> a signal. A double blast answered from 7835. The conductor jerked loose his<sup>4000</sup> equipment and ran for the last canvas-shrouded car, shouting over his shoulder at Joe:

"Dispatcher says to follow<sup>4020</sup> us in, fast as you can."

They did not know why. They could only obey—the dispatcher is a czar in railroading.<sup>4040</sup> Again the rocking, bumpy, clattering journey progressed; at Freeport they slowed to a yellow signal board, while an<sup>4060</sup> operator swung them up a bit of paper, tied to a willow hoop—orders to proceed straight into the<sup>4080</sup> passenger terminal at Omaha.

Again they could only wonder. More miles clashed by in clattering noise and<sup>4100</sup> galloping progress. At last, the home signals guided them in to a terminal track, and Joe Bardwell climbed from his<sup>4120</sup> cab.

A crowd had formed about him, even before he realized. Men were taking pictures. Reporters were asking<sup>4140</sup> questions. Railroaders were shouting at him; the station master ran up to shake hands.

There were even fellows from the<sup>4160</sup> shop, suddenly shifted in their allegiance. Kent Mason appeared at the edge of the crowd as, homeward bound, he halted<sup>4180</sup> to view the sudden excitement. After a time, he wiped his chin, strove vainly to grin, and walked on. Then the voice<sup>4200</sup> of the Vice President in Charge of Public Relations emerged from the general clatter. He was talking to<sup>4220</sup> the roundhouse foreman in a chummy, personal way

which belied his lengthy title. For the moment, at least, he<sup>4240</sup> was no longer a brass hat, only a tremendously excited press agent.

"Is it a knockout?" he asked. "Is<sup>4260</sup> it a panic? Listen, I've got it sizzling over every news service wire out of Omaha. Get the<sup>4280</sup> idea?—Ancient Engine Saves Power Show. And will they come to look at her when she leads the parade?"

"How do you know<sup>4300</sup> she'll lead the parade?" asked the roundhouse foreman.

"Am I chairman of arrangements for nothing?" countered the Vice President.

Joe<sup>4320</sup> Bardwell turned, staring.

"Parade?" he asked. "Where?"

"Chicago. The Power Show. Go home and get your clothes. I'm holding this train<sup>4340</sup> until we can load Geisha Girl. Don't you understand?" he asked excitedly. "You're going to the Power Show. With<sup>4360</sup> Geisha Girl!"

But Joe Bardwell could only grin and choke—and hesitate. Mary Curtin was pushing her way through the<sup>4380</sup> crowd toward him, laughing strangely—the way a girl laughs when there are tears on her cheeks. (4394)

## Maui and the Sun

### A Hawaiian Myth

#### TOLD BY GRACE RUNYAN

Lahainaluna High School, Lahaina, Hawaii

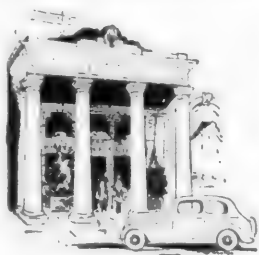
For Use with Chapter Five of the Manual

Out in the Pacific Ocean is the little isle of Maui. On its dry side, shut off from most of the rains by<sup>20</sup> the high peaks, is the small town of Lahaina, a village of song and story, of poetry, of music and<sup>40</sup> of romance. In the long ago it was recognized as the home of the ghosts and the *gods*. It was the abode of<sup>60</sup> summer and of sunshine. Indeed, here dwelt the half-*god*, Maui, who one day went up into the very house of the<sup>80</sup> Sun (now called the crater of the volcano Haleakala) and captured this enemy of the tapa beaters,<sup>100</sup> among whom was Maui's mother, Hina.

Maui snared a bunch of the Sun's funny little legs and began cutting<sup>120</sup> them off. In great fear and rage the Sun begged and begged to be freed, as he had an appointment on the other side<sup>140</sup> of the earth. At last Maui freed him when he had finally promised that the days would be longer so that Hina<sup>160</sup> might have more time for her precious tapa beating.

The Sun, when Maui had freed him, rushed off ungratefully, crushing<sup>180</sup> tons of rock on the side of the crater, and pushing Maui off into the ocean, where he sank and almost drowned.<sup>200</sup> Then this big shining wretch, who was not really unkind at heart, was sorry for his harsh treatment of the miserable<sup>220</sup> drowning half-*god* who had caused him so much trouble and, pausing a moment in his flight, he procured a load<sup>240</sup> of valuable brown koa

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lumber and thousands of morning *glories* from the hillside and dropped them into the<sup>200</sup> ocean before he rushed on his way.

With the help of this equipment, the noble Maui had ample means of fighting<sup>200</sup> his way to shore, vowing to have a settlement with the unreliable Sun. However, when the excitement<sup>300</sup> was over, his sensible, kindly heart would no longer permit him to pursue the bad Sun because of this<sup>320</sup> unfortunate bath in the briny deep. Maui did not really object to water, so he considered the matter<sup>340</sup> unimportant after all; at the most it was an opportunity for a bit of genuine amusement.<sup>360</sup> He had won his point, and from this time the people always have had long days, and the sun dashes hastily into<sup>380</sup> the sea instead of setting properly as in many other countries.

During the whaling days the village<sup>400</sup> of Lahaina was of great importance. Here the whaling ships bought supplies and refitted themselves for the hard<sup>420</sup> voyage home. The purchasing power of the country became greater. People began to explore and *exploit* the<sup>440</sup> wealth of the country. There has never been mineral wealth. The wealth is in the soil. Cane sugar was developed early.<sup>460</sup> Then the pineapple appeared on the scene.

In these later days the whole Hawaiian group is important from the<sup>480</sup> paying visitors' point of view. Lahaina does not have as many of these paying guests as Honolulu,<sup>500</sup> nor is it the home of the army and navy people, but each year its harbor is the scene of thrilling naval<sup>520</sup> maneuvers. And when the maneuvers are all over, the fleet sails away and the town settles down to its former<sup>540</sup> quiet except when the waves grow angry and zoom against the stone walls of Main Street. (554)

## Graded Letters

Written by MARGARET VAUGHAN

Lexington, Missouri

Especially for Use with Chapter One of the Manual

Ned: Will you go with me to the Arena today? There will be a good drama. A Greek will read it. He will read<sup>20</sup> it well and you will like the

tale. I will get your ticket and meet you at the main gate at two. Dick. (37)

Mr. Allen: The men at the mill are tricky. They will take your grain but you may not get your money. I am going<sup>20</sup> to take my grain to the man at Macon. He is a good man. You will like him, too. Yours truly, (37)

Helen: I was at the tea the other day with Nettie and Emma. They came by in the rig to get me. Many<sup>20</sup> more were there. They had tea, cake and lemonade. They had a good game too, and all had a good time. Mary. (38)

Dear Sir: I can get you all the money you need at the minimum rate. When will you be here? I can meet you any<sup>30</sup> time you desire. Yours truly, (26)

Dear Sir: I aim to be at our mill in Maine by the middle of May, and will remain there a month. Can you be there<sup>20</sup> at that time? I will need your aid. What day can you come? Yours truly, (31)

Harry: Are you going to the great League meeting (at Erie) this month? Many will go and all will gain by it. I<sup>20</sup> am going, but I may be a little late. I am needed here and cannot remain at the meeting more than a<sup>40</sup> day. Yours truly, (43)

Mr. Dean: I hear that you desire to get a man to aid you with your cattle. Mark Tate is a good lad and will<sup>20</sup> treat the cattle well. He can come any day. When would you like him to be there? Yours truly, (36)

## Graded Letters

Written by FLORENCE D. CHARLES

Butte (Montana) High School

Especially for Use with Chapter Two of the Manual

Phillip: The fleet will be here today. Can you meet the Lansing with me? Fred Blair is coming in and is going to<sup>20</sup> the game with you and me. Be at the Navy pier at six. Jerry. (31)

Jimmie: Pete is going back to the ranch, and you should have all the sheep in the shed by the time he and Jack get to<sup>20</sup> the Valley. Pete will need help even if Jack is there, for Jack is a frail man and cannot work all the day. Yours, Dad. (40)



Dear Sir: May I have your check for the range you have in your kitchen? I will be over at your place at the end of<sup>20</sup> the day, and if you are going to the meeting this evening, leave the check at the flat and I shall be happy to<sup>40</sup> get it from Mr. Page. Very truly yours, (48)

Dear Madam: Ella Pace, Emma Pratt, and Mary Keats will be here today to play a little bridge. Can I get half<sup>20</sup> a cake from you by one? Will it be fresh? Mrs. Trapp will come by for it before one. Yours truly, (37)

Mr. Farley: Let the desk you are shipping me be like the one Mr. Staff has. His desk is the very thing I<sup>20</sup> have been seeking, and I will be willing to pay cash for it. Very truly yours, (34)

Dear Madam: Will you take this piece of silk with you when you go to the city and see if you can get something to<sup>20</sup> match it at Mason's? I have been busy making a dress for my niece for her dancing class, and I need about one<sup>40</sup> more piece to finish it. Yours truly, (46)

Dear Sir: There is not much time before the season's big sale begins. Are you going to put any of the goods in<sup>20</sup> the sale which you and I mentioned the other day when I visited you? If you are, I should like very much to<sup>40</sup> have you ship me one of the green shades for my lamp. Yours truly, (51)

Dear Sir: Where is the data you have been checking? Have the papers in our hands for the next meeting without fail. Yours truly, (21)

## Graded Letters

Written by D. F. SENN, Senn's School of English, Hankow, China

Especially for Use with Chapter Three of the Manual

(1) FROM A BRANCH REPRESENTATIVE TO THE  
MANAGER OF HIS HEAD OFFICE

Dear Sir:

The Piece Goods Committee will meet next on the 28th of this month. I heartily hope that the importance<sup>20</sup> of giving our Company a bigger quota

in this section of the country again be made the subject<sup>40</sup> of your talk at the meeting, and that you will be able to convince the Committee that this is so, because:

(1)<sup>00</sup> Our sales in this section have been greatly increased since 1934 and are greater than those of either<sup>80</sup> of the other two big companies competing in this same section.

(2) Our shops are much better known and liked<sup>100</sup> than those of the other two.

(3) Dealers from every market in this section always ask for more of our piece<sup>120</sup> goods and complain very bitterly when they cannot be given more. Generally speaking, they place small orders<sup>140</sup> with the other companies, although these companies give them very much lower rates.

(4) It has, at present, become<sup>160</sup> really necessary for our Company to plan to make more sales in this section in order to offset<sup>180</sup> the loss which has to be taken in the other sections where our shops are less well known and liked and where the in-road<sup>200</sup> of cheaper goods will very soon deal a heavier blow to our Company than to either of the others.

It<sup>220</sup> is my heartfelt belief that the above will help you greatly in getting both Mr. May of the Manchester Piece<sup>240</sup> Goods Company and Dr. Hall of the Lille Piece Goods Company to agree to allot immediately to<sup>260</sup> our Company this bigger share of the business in this section.

Yours very truly, (275)

### (2) A REPLY TO THE FIRST LETTER

Dear Ross:

I was very glad to receive your letter. It has been of great value to me in framing an appeal<sup>20</sup> to the other two companies to hand over to our Company a bigger share of the piece goods business in<sup>40</sup> your section. For this purpose, I prepared a special speech on the subject on the basis that you had mentioned and<sup>60</sup> read it to the Committee at the meeting yesterday. I told them everything that you had told me.

In the<sup>80</sup> course of our talk, both Mr. May and Dr. Hall expressed the same opinion; that they could



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WASHINGTON, D. C.

H. P. Somerville, Managing Director

hardly agree to allot<sup>100</sup> a bigger share of the business to our Company in your section. Their own sales, they stated, were also not<sup>120</sup> very good in those other sections where their companies, as well as ours, were bound to take more or less loss in the<sup>140</sup> face of the growing invasion of cheap goods into our common market. The talk dragged on for several hours until,<sup>160</sup> in the end, my appeals changed their opinion and won them over. And they agreed.

Well, the bigger *quota* that<sup>180</sup> you have desired is here for your section. It means a hard job for you and for all of the sales girls under you, as<sup>200</sup> the officials of our Company have plainly said that no more sales girls will be employed to handle the increased<sup>220</sup> business. I know that you people are already working very hard, and I believe that you will all be willing<sup>240</sup> to work even harder still during the coming several months so that the other two companies will have no<sup>260</sup> chance to claim that our sales people in your section cannot handle the added business that I have fought for for you<sup>280</sup> and for our Company.

Yours as ever, (287)

(3) A CIRCULAR LETTER FROM THE BRANCH  
REPRESENTATIVE TO THE SALES GIRLS

Dear (name):

For about six months I have been asking our Head Office to plead with the *Manchester* and *Lille Companies*<sup>20</sup> for a bigger *quota* for our section in order to offset any business that is going to be lost to<sup>40</sup> invaders in the other sections. It was not an easy task, but Mr. Hartman did it well.

You will readily<sup>60</sup> see that a bigger *quota* for this section means more business for our Company. So I want to call upon all<sup>80</sup> of you to give me every bit of help you can in this important matter.

So as to keep our dealers from<sup>100</sup> marketing other goods and from making any more complaints, you must tell them that they will from this time on be able<sup>120</sup> to get more of our goods, and that at the same time our Company will see to it that they make more money from<sup>140</sup> handling them.

It is of capital importance that every possible means be employed to increase our own<sup>160</sup> sales, so that the other two companies will have nothing to say about our claim for the added business.

When dealers<sup>180</sup> tell you that other goods can be bought for much less than what they pay for ours, you must at once send me a letter<sup>200</sup> setting forth the real situation in each case where it seems necessary for our Company to sell low,<sup>220</sup> together with all the important data that you can possibly present regarding it. The general market<sup>240</sup> situation must be presented in detail, and you must not take any action before you hear from me.

Make<sup>260</sup> it your motto to sell at all times as much as you can and keep the brokers of the cheap piece goods people selling<sup>280</sup> as little as possible.

Yours for more sales, (288)

## BUSINESS OFFICES: OPPORTUNITIES AND OPERATING METHODS

By G. L. HARRIS

*formerly Lecturer on Office Management  
at Drexel Institute.*

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## Let Your Voice Invite Conversation

From the "Oklahoma School Journal"

The voice can be beautiful, soothing, and entirely charming, or it can be unlovely, irritating, and<sup>20</sup> complaining. Someone has aptly described the voice as the barometer of the feelings. In other words, we may hide<sup>40</sup> what happens to be passing through our mind, but the voice will give us away in spite of ourselves, as it puts into<sup>60</sup> terms of sound the mood in which we are at the moment.

Sharply rising and falling inflections express inward turmoil<sup>80</sup> and often a disposition to be hateful and mean. A level, monotonous tone of voice characterizes<sup>100</sup> passivity, lack of interest, and lack of initiative. A cheerful, cordial, enthusiastic tone<sup>120</sup> speaks of interest in people and things. It tells of cheerfulness and courage.

The very manner in which an<sup>140</sup> individual says the word "Hello" tells a lot. It may be gruff or welcoming. It may be repellant or caressing.<sup>160</sup>

The surest way to cultivate a pleasing voice is to be cheerful and ready to look for the best. (179)

# Industry and Efficiency

From "Your Job"

By HAROLD WHITEHEAD  
of London, England

If you want—really want—to be industrious you must do work the result of which helps you toward your<sup>20</sup> ambition. If you can see where your work leads to, you have a real interest in it, and that leads to industry, for<sup>40</sup> you naturally keep on going where you want to go.

The worst enemy of industry is procrastination.<sup>60</sup> Make it an inflexible rule to make every day produce results and decide the night before what those results<sup>80</sup> shall be.

Before retiring make a list of jobs for the next day, and number them in order of importance.<sup>100</sup> First thing in the morning begin at job number one, and so on throughout the day.

So many people go to work<sup>120</sup> in the morning with only a vague idea of what they have to do that it is no wonder that they accomplish<sup>140</sup> so little.

The determination to make an early start daily, and the will power to act on that<sup>160</sup> determination, constitutes industry.

What is Efficiency?

Efficiency is the ability to<sup>180</sup> effect results. Notice that last word—results?

I know several people who have industry but they don't get results—<sup>200</sup> therefore, they are inefficient.

If you want to increase your efficiency you must first get a clear idea<sup>220</sup> of what you have actually accomplished during the past year. Don't worry about the big things you nearly did,<sup>240</sup> or the fine piece of work you would have produced if something unforeseen hadn't occurred.

Don't consider half-finished<sup>260</sup> jobs or foundations laid for future work, for they are only potentialities and what you want to face is<sup>280</sup> results.

Once you realize how little (or "how much" in a few cases) you accomplished last year you have a mark<sup>300</sup> or a quota to beat. As you beat that mark of accomplishment so you increase your efficiency.

Do not,<sup>320</sup> however, judge your efficiency by the dollar sign, for your income may increase while the results you obtain may<sup>340</sup> decrease. Let your efficiency be measured by your increase of usefulness to the world at large. (357)

# Pure Friendship

By OLGA KNOFF, M.D.

In "Women on Their Own"

True friends must feel entirely equal. There can be no fear or sham between them. No battle for prestige can take place,<sup>20</sup> no competition, no jealousy. Each encourages the other in his struggles, naturally and<sup>40</sup> spontaneously, and each has complete confidence in the other's decency. One friend does not flatter another friend;<sup>60</sup> on the contrary, each helps the other to overcome his shortcomings by pointing out how he could achieve his<sup>80</sup> ends better. But there is no desire to dominate or compel. Each is pledged to accept the other as he is.<sup>100</sup> Criticisms are not directed towards changing the friend's nature; they are not meant to affect his independence<sup>120</sup> and decision; they are offered as the judgment of a fellow man and an equal.

It is not in the least<sup>140</sup> necessary that the two should be inseparable. Life may interrupt their contact, but when they meet they are always<sup>160</sup> able to take it up where they left off the last time they were together, no matter how much time has intervened.<sup>180</sup> In later years their paths may take different directions, but their mutual feeling remains unaltered. (199)

# November O.G.A. Test

I suggest that you think while you are reading. I know people who read and for all the good it does them they might just<sup>20</sup> as well cut bread and butter. They take to reading as better men take to drink. They fly through the pages of a book<sup>40</sup> like a man on a clear road in a car, their sole object being to move. They will tell you how many books they

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have<sup>60</sup> read in a year. Unless you give at least half an hour to a review of what you have read your hour and a half of<sup>80</sup> reading is chiefly wasted. This means that your pace will be slow. Never mind. Forget the goal and think only of the<sup>100</sup> countryside through which you are passing!

—Arnold Bennett

## Funny Stories

### His Watch Dog

Customer: Your dog seems very fond of watching you cut hair.

Barber: It ain't that; sometimes I snip off a bit of<sup>20</sup> the customer's ear. (24)

### True . . . False . . .

Mistress: Tom, can you give me an example of the paradox?

Boy: Yes, Miss. A man walking a mile and moving<sup>20</sup> only two feet. (23)

### Needed Only One

A Scotchman upon entering a saddler's asked for a single spur.

"What use is one spur?" asked the man.

"Well," replied<sup>20</sup> Sandy, "If I can get one side of the horse to go, the other side will have to come with it." (36)

### Good Reason

Smith and Jones received this letter: We are very much surprised that the money we have demanded so often has<sup>20</sup> not yet arrived.

They replied shortly and to the point: You do not need to wonder; we have not yet sent the money. (40)

### Sharps and Flats

Contralto: Did you notice how my voice filled the hall last night?

Soprano: Yes, dear; in fact, I noticed several<sup>20</sup> people leaving to make room for it. (26)

### Where His Interest Lay

"Are you interested in Einstein's theory about space?"

"If it's anything to do with parking, let's hear it." (19)

### Up to Her

Kind Lady: If I give you a piece of pie, you won't come back again will you?"

Tramp: Lady, you know your pies better<sup>20</sup> than I do. (22)

### Cruel Fate

A rooster leaned his head against the barn door. "What's the use?" he thought sadly. "Eggs yesterday; chickens today; feather<sup>20</sup> dusters tomorrow." (24)

## B. E. W. Directory of Commerical Education Associations

(Continued from the October issue)

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(To be continued)